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ABSTRACT

This handbook was developed to assist secondary social studies department chairpersons and others who are concerned with effective leadership in the social studies. It is a revised edition which discusses a variety of topics and contains many instruments, forms, and checklists which can be duplicated. The handbook is comprised of four major sections. Section I, Personnel and Staff Relations, discusses departmental development and communication between and among department members and contains a staff selection instrument, a checklist for determining the department's capacity to cope with change, and a teacher evaluation report. Section II, Department Organization, discusses scheduling, budgets, and department meetings and describes some group interaction techniques. Section III, which comprises approximately one-half of the publication, deals with curriculum planning and implementation. A model for curriculum change is present and a number of topics are discussed including the curriculum revision process, the change process, workshops, and inservice training institutes, and resource identification. This section also contains an evaluation checklist, textbook and supplementary materials evaluation forms, directions for doing a Fry readability, and a personal self-assessment inventory for social studies teachers. The School in the Community is the topic of Section IV. The need for interaction within the entire school district in the area of social studies is discussed. Included are a controversial materials checklist and a checklist for handling community complaints over controversial issues. The last section presents an annotated listing of print and human resources. (Author/RM)

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A HANDBOOK FOR DEPARTMENTAL LEADERSHIP IN THE SOCIAL STUDIES

Revised Edition

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Developed by

The Staff of the Social Studies Diffusion Project

of the

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Indiana University
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855 Broadway
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WHY THIS HANDBOOK?

The responsibilities of departmental leadership at the junior high and high school levels are immense. Department chairpersons plan schedules, determine budgets, assist in the selection and evaluation of personnel, develop in-service training programs, answer calls from parents, and perform a hundred other duties. Additionally, they teach their own classes (if they're lucky, they have one less class), and have all the other responsibilities of teachers, including taking tickets at games and chaperoning the junior-senior prom.

The problems of departmental leadership seem to be increasing. Because of financial difficulties, many schools are eliminating central office supervisory personnel and curriculum coordinators, adding further responsibility to chairpersons. New courses are mandated by state legislatures. Public concern with subject content and curriculum materials is becoming more vocal and threatens to damage the concept of academic freedom. This handbook was developed to assist the beleaguered social studies department chairperson and others who are concerned with effective leadership in the social studies.

The development of this handbook occurred over a three-year (1972-1975) period and was supported by a Ford Foundation grant to the Social Studies Diffusion Project at Indiana University. Many people contributed the ideas, instruments, and other materials used in the book. Special thanks go to Janet Eyler, Carole Hahn, Robert Anthony, Tom Castellano, David Horst, William

Pulliam, Richard Kraft, Dave Victor, and Fred Risinger. Regis Birckbichler did an exceptional job of coordinating the revision process of this Handbook. Some of the material originally developed for use in this handbook has also been used in the Leadership Resource Kit recently published by the National Council for the Social Studies.

James Becker
Director
Social Studies Diffusion Project
August, 1976

HOW TO USE THIS HANDBOOK

This handbook is divided into four major categories including:

1. Personnel and Staff Relations
2. Departmental Organization
3. Curriculum Planning and Implementation
4. The School in the Community

Within each category, you will find a minimum of theorizing about the issue. Instead, specific instruments, charts, model programs and evaluation forms, and other easily used materials are provided. These are intended to be copied, duplicated, revised, plagiarized--in short--<u>used</u>. Hopefully, they will also serve as stimuli for your own creative ideas. Feel free to adapt, discard, and add to each section of the handbook.

We have only one request. Let us know how you used the book, how it was helpful, how it failed, how you changed the instruments, and what additions you made. If you have a form, an idea, or an instrument you feel would benefit other departmental leaders, send it to us. We'll give you full credit and maybe you can help your colleagues.

You've got a tough job. We hope this handbook helps make it a little easier and a little more fun.

SUPERVISION IN SOCIAL STUDIES--A POSITION STATEMENT*

The interaction between teachers and students is the most vital element of an educational system. Supervision is justifiable only to the extent that it facilitates this interaction. Supervision in social studies appears in different forms, among these are the department chairman and the social studies supervisor. If supervisory personnel are to be helpful to the classroom teacher they must be well-qualified, their task must be defined clearly and they must operate under optimal conditions. The following standards for social studies supervisors have been adopted by the Social Studies Supervisors Association of the National Council for the Social Studies.

1. Qualifications

   1. The supervisor or chairperson should be an individual who has demonstrated a high degree of competency in teaching social studies.

      a. The department chairperson should be the initial contact for the social studies teacher in matters of personnel, curriculum, media, and overall teaching conditions.

      b. The department chairperson should encourage and support innovative teachers by providing them with materials and assistance.

      c. The department chairperson should disseminate information concerning recent research and pertinent developments in social studies education.

      d. The department chairperson should schedule regular departmental meetings with agendas developed cooperatively with the teachers.

      e. The department chairperson should prepare with teachers a departmental budget, and submit it to the school administration.

      f. The department chairperson should participate in the interviewing and hiring of new teachers for the department.

      g. The department chairperson should ensure that social studies teachers are assigned appropriately.

      h. The department chairperson should participate in the evaluation of teachers in the department for tenure recommendations or other purposes. This evaluation should be based on the standards of the National Council for the Social Studies.

      i. The department chairperson should initiate in-service education programs for teachers.

      j. The department chairperson should encourage teachers to take advantage of educational opportunities by budgeting support in such ways as substitute teachers and reimbursement of expenses.

      k. The department chairperson should be involved in the selection of members of the department for special rewards and educational opportunities.

   2. The social studies supervisor should assume responsibility in the following areas:

      a. The supervisor should hold exploratory conferences with individual teachers and groups of teachers to assess the status of social studies teaching within his or her area of influence.

      b. The supervisor should initiate and sustain new programs which reflect current trends.

      c. The supervisor should be prepared to assist local schools or districts in innovative efforts by assisting them in obtaining funds and expert consultation.

      d. The supervisor should assist in the establishment of a coordinated kindergarten-through-grade-twelve social studies program, especially at the local level.

Conditions of Employment

1. Teachers should have a voice in the selection of their department chairperson.

2. The social studies department chairperson should teach at least one class daily. The maximum number of classes taught will depend on department size; if there are more teachers, he or she will have fewer teaching responsibilities.

3. The social studies department chairperson must have one duty-free period for lunch, one period for preparation, and one period for supervisory duties daily. Supervisory periods should be increased at the rate of one period per eight teachers in the department. Teaching responsibilities would be reduced accordingly.

4. The social studies supervisor has broad responsibilities which should be clearly defined prior to employment. An adequate number of staff members should be provided to assist in the performance of these responsibilities.

5. The supervisor should receive a twelve-month appointment. During the summer the supervisor should plan and conduct creative and stimulating in-service programs directed toward the improvement of both teaching and curriculum.

6. The supervisor should attend local, state, and national meetings of professional organizations with all expenses paid. Attendance will enable the supervisor to fulfill responsibilities as an innovator and disseminator of information.

*From the Constitution of Social Studies Supervisors Association of the National Council for the Social Studies

I

PERSONNEL AND STAFF RELATIONS

I

A department's strength lies with the dedication and leadership of its members. By the selection, development and intra-action of staff, the department chairperson can create a climate where innovation, harmonious relations, and quality instruction exist.

Staff selection is the key to success in any organization and the department chairperson should be directly involved in this process. Part I of this section provides suggestions and an instrument for staff selection.

Departmental intra-action is an important component in building a strong department. The second part of this section discusses formal and informal types of departmental intra-action. Staff/chairperson conferences, the department memo, informal social gatherings, and informal department meetings are considered here.

The third part focuses on the process of staff development. Suggestions are provided for activities to foster staff development. A "Department Development Checklist" to identify specific department strengths and weaknesses is also included.

The final section deals with the appraisal of professional staff. Discussions on the use of the appraisal process as a means of staff development and two sample appraisal forms are included. This part is designed to stimulate thought about the specific needs and concerns of your department.

A. Staff Selection

Staff selection is the key to the success of any organization. The selection of qualified personnel is a difficult task, especially for the individual who is involved in the process only periodically. Unless you are in a school with either rapid growth or high teacher mobility, you probably will not select more than one individual a year to join your staff. Indeed, there will be times when there is no turnover at all within the department.

In order to build a cohesive, innovative, growing department, the department chairperson must be directly involved in the selection of new staff. His or her understanding of the department can provide valuable input into the selection process. Should department chairpersons not presently involved in staff selection wish to become involved, the Staff Selection Instrument provided in the following pages will be helpful (Item I-A). Also helpful is a list of research-based teaching characteristics and their relationship to learning outcomes (Item I-B).

However, not all chairpersons can be directly involved in the staff selection process. In these cases, indirect methods of participation should be utilized. Through better communication with those directly involved in staff selection, you, as department head, can articulate your staffing desires and department needs. Formal or informal conversations can clarify the goals and objectives of your department. Open communication about department meetings, curriculum revision plans, and other department activities can keep those persons directly involved in the selection process abreast of changes and growth within the department.

The Staff Selection Instrument is divided into five parts. Part A should be completed prior to the personal interview, as most of the information should be included in the applicant's credentials. This information may suggest the order in which applicants will be interviewed. This section should also enable you to weed out the applicants who do not meet district established criteria.

Part B is to be completed after a personal interview with the applicant. Questions based on criteria in the Staff Selection Instrument will enhance the utility of the interview. Interview questions should allow the applicant to fully express him or herself, but not be so open-ended that the interview turns into an informal conversation.

The Staff Selection Instrument should be used by all persons involved in the selection process. It can be given to both department members and administrators who have talked with the applicant. This additional input can aid in selection. Guidelines should be established to indicate whether the applicant is strong, average, or weak in any given area. Comments at the end of each section can further qualify or amplify the interviewers' reaction to the applicant.

A composite reaction of the staff (administrators, department members, chairperson) should be cited in Part C of the instrument. This reaction, along with the interviewers' overall reaction, should be concisely stated in Part D under general comments. This is followed by the interviewers' recommendations, Part E.

The use of this instrument, with established guidelines for judging an applicant, should provide a systematic selection process. The initial screening process accomplished by completing Part A, indicates interviews for those applicants appearing to fit the department's needs. Completing Parts B through E of the instrument provides a concise, complete overview of the applicant to determine if he or she meets those needs.

Item I-A

Staff Selection Instrument

Candidate _____

Position Open _____

School _____

	Superior	Excellent	Average	Fair	Poor	Other (see comments)	Comments
1.10 Credentials							
1.11. College _____							
1.12. Degree _____							
1.13. Major _____							
1.14. Minor _____							
1.15. Past experience or student teaching evaluation							
1.16. Membership in professional organizations							
1.17. Participation in workshops or institutes							
1.18. Additional course work							

1.20 Interview Date _____ Time _____

1.21. Complements the department philosophy							
1.22. Awareness of "new social studies" techniques							
1.23. Commitment to "new social studies" techniques							

	Superior	Excellent	Average	Fair	Poor	Other (see comments)	Comments
1.24. Creative/innovative abilities							
1.25. Willingness to improve							
1.26. Willingness to assume additional responsibilities							
1.27. Willingness to become involved in the total sch school program. (clubs, athletics, etc.							
1.28. Appearance							
1.29. Personality							
1.210. Communicative/ articulate							
1.211. Possible contribution to department							

1.30 Other Staff Reactions

A summary of the reactions of other staff members in a position to make judgments about this candidate.

1.40 General Comments

1.50 Disposition

_____ Recommended

_____ Hold for Further Contact

_____ Not Recommended

_____ Other (Explain):

RESEARCH - BASED TEACHING CHARACTERISTICS*

A. Characteristics linked through educational research to positive student learning outcomes.

1. Clarity - The extent to which a teacher's presentation, questioning, and answers tend to be easily understood by students.

2. Variety - The extent to which there is instructional variation in what the teacher does and uses.

3. Enthusiasm - The use of movement, gestures, voice inflections, and variety in order to be stimulating, exciting, original, alert, vigorous, interesting, involving.

4. Businesslike behavior - The quality of keeping students "on task", and the ability to convey to students that the teacher is serious about helping them to learn. Task-oriented or goal-oriented behavior.

5. Use of student's ideas; indirectness - The use of student ideas by repeating, modifying, comparing them to others, alluding to them in a summary, or basing new questions on them, and the extent to which students' rather than the teachers' ideas and behavior dominate the classroom.

6. Structuring statements - Made by the teacher to enable students to see how what is happening now in the class is connected to what has happened before and will happen later on.

7. Probing - Teachers' reactions to students' answers, statements or questions that try to elicit clarification or elaboration of what the student meant.

B. A characteristic linked through educational research to negative student learning outcomes.

1. Use of criticism - Telling students they are wrong does not seem harmful, but there is evidence that sustained use of harsh criticism may be related to low learning levels.

C. Characteristics not related to students' learning outcomes. (No evidence to support a relationship at this time.)

1. Teacher praise - If random behavior is rewarded with praise, learning is unlikely to take place.

2. Quantity of student participation in discussion - Assess the quality of student participation and not the quanti

3. Teacher's knowledge of subject matter - As indicated by college grades or the results of achievement tests.

4. Teacher's length of experience.

*Taken from:

Ehman, Mehlinger, and Patrick, Toward Effective Instruction in Secondary Social Studies, Houghton Mifflin Company: Boston, 1974, pp. 374-384.

Additional information on qualities and characteristics desirable in social studies teachers can be obtained from:

National Council for the Social Studies, Position Statement: Standards for Social Studies Teachers, 1971.

New York State Council for Social Studies, Suggested Criteria for Certification of Social Studies Teachers, 1974.

B. Departmental Intra-action

Communication between and among department members takes many forms, from brief conversations over coffee in the teacher's lounge, to department meetings with a prearranged agenda. This section suggests ways to increase good communication within the department.

Department intra-action can be divided into formal and informal settings. Formal departmental communications typically occur in department meetings and memos. Department meetings will be discussed later.

The department memo should be concise and specific in intent. If more than one item must be on the memo, put them in rank order to ensure the most important topic is read first. Since too much formal one-way communication discourages good mutual working relationships, memos should be designed to encourage feedback. A steady flow of impersonal memos requiring no response from the receivers can quickly alienate a department.

Effective informal communication is difficult and can take many forms. Often communication is with a group; at other times it is with individuals. A crucial element in the adoption of ideas is that people put more credence in messages received in face to face contacts than from media such as memos, articles or other secondary sources. They also are more receptive to information provided by others like themselves rather than from those perceived as superior or from another field of experience. For example, teachers place more emphasis on ideas communicated to them from fellow teachers than from an "ivory tower" professor type or school administrator.

Communication can take many forms. Telling about something provides direct information, but a person is more likely to be persuaded if he is shown how to do it through a demonstration. Helping department members solve their professional problems can be a form of communication which is very effective in promoting your point of view. Support can be gained by involving people in decisions which will later affect them, and providing training in a planned manner will relieve anxieties and prepare people to accept new ways of doing things.

Strategies to accomplish communication in an informal manner are many. Face to face conferences with individuals are valuable in increasing intra-departmental communication. When seeking individual cooperation for one project or another consider the suggestions which follow this section (Item I-D). Informal department gatherings can also do much to open communication lines within the department. While not all department members will want to go to a ball game or a play, it is imperative that all be given the opportunity to attend. Include families in some of these activities.

Informal settings for a department meeting can be beneficial. A formal meeting following dinner in someone's home can be very effective when properly planned. Meeting in a retreat atmosphere can also help facilitate communications. But informal meetings should not take the place of formal communications at school. They can be used to enhance communication and intra-action between department members. Guard against social cliques which can easily breed hard feelings among those department members who are not included in the monthly ballgame or other activity.

Staff development is an ongoing process to be encouraged, supplemented and guided. Components of this include frequent participation in the activities of professional organizations; subscribing to professional journals; attending workshops, institutes, and conferences; and enrolling in advanced course work. However, encouraging department members to involve themselves in such activities is not enough. Plan your own activities to facilitate development.

First, the department should at least partially pay staff expenses for attending conferences or workshops. Department funds can also be used to pay for subscriptions to selected professional journals, and to hold workshops, bring in consultants, or rent films on new social studies techniques or projects. But, because department funds are often small, certain economies are necessary. Discussing needs, priorities and constraints of the budget with department members will encourage the most efficient use of department funds.

One means of sharing the wealth is to distribute reports and materials collected by department members at conferences, workshops, or institutes. Develop a feedback system to ensure the dissemination of insights, ideas, trends, techniques, and knowledge. Formal feedback systems, i.e. reporting at department meetings, can be supplemented by informal sharing. Through such processes, the potential value of department member's activities is enhanced.

Make information about professional activities and trends and developments in social studies teaching available to all staff members. Try a centrally located department bulletin board to

post announcements of professional events and advanced course offerings. It can also hold articles and descriptions of useful materials. Establish a department file. Information from the bulletin board can be indexed in the department file. One advantage of this file is that material can be kept for longer periods of time. It will give your department a substantial library of useful articles. With a little planning, the department files can provide valuable resources for many persons and situations. Try involving all department members in this effort by dividing or rotating responsibilities. Or establish a department route sheet. The routing of key articles, announcements, and bulletins can keep the department informed. A set procedure moving material through the department will mean a steady dissemination of important material. A list of professional organizations and journals for staff development can be found in the Resource section of this handbook.

Before your department initiates efforts to innovate, it may be useful to assess your current capacity for growth. Identifying your particular strengths and weaknesses is a valuable first step in this process. Below is a series of checklists relevant to department development (Item I-C). By completing these, you should be able to determine your present departmental strengths and weaknesses. This information will help you guide subsequent development efforts.

Item I-C

Department Development Checklist

THE DEPARTMENT'S CAPACITY TO COPE WITH CHANGE--AN INVENTORY

I. Does the department have an innovative climate?

Yes	No		
____	____	1.	Do department members seem to feel that trying out new approaches, materials, and techniques is the "thing to do?"
____	____	2.	Do department meetings focus largely on substantive issues?
____	____	3.	Do most teachers in the department borrow and share ideas for the classroom during the semester?
____	____	4.	Do teachers talk about social studies when they get together informally at school?
____	____	5.	Do most department members know what their colleagues are doing?
____	____	6.	Do teachers sit in on each other's classes?
____	____	7.	Is the department open to student input about course offerings and teaching methods?

II. Are department members skilled at solving problems together?

Yes	No		
____	____	1.	Is the department sensitive to needs for change, so that important decisions are made carefully and problems are considered before a crisis is present?
____	____	2.	Is a lot accomplished when the department meets?
____	____	3.	Does the group face important issues?
____	____	4.	Does the department generate a variety of solutions before narrowing consideration to one or two?
____	____	5.	Do all members of the group make important contributions?
____	____	6.	When conflicts arise, are they resolved by testing the suggestions, looking for evidence and/or seeking more information?

___ ___ 7. Is there a systematic procedure for tackling problems and tasks?

___ ___ 8. Do department members frequently solve problems or accomplish goals by working with colleagues?

III. Is the department part of an information network?

Yes No

___ ___ 1. Are department members active in professional organizations like the NCSS and state and local chapters of the council?

___ ___ 2. Does the department receive professional journals and newsletters?

___ ___ 3. Does the department have a systematic plan for seeing that newsletters, journals or other sources of new input get to members for whom they might be relevant?

___ ___ 4. Does the department have easy access to a resource center of social studies materials for classroom use?

___ ___ 5. Are teachers in the department in contact with social studies teachers in other schools?

___ ___ 6. Do members attend workshops, conventions and other opportunities for professional growth?

___ ___ 7. Does the department have a professional library in the building?

___ ___ 8. Are there resource personnel available who can track down articles, materials, etc., relevant to projects undertaken by the department?

___ ___ 9. Does the department receive news of opportunities and information about social studies materials from a district coordinator or supervisor?

IV. Does the school structure support innovative teaching?

A. Does the department make major decisions about its program?

Yes	No		
____	____	1.	Does the department have a budget of its own?
____	____	2.	Does the department contribute significantly to decisions involving major reorganization or curriculum change?
____	____	3.	Does the department choose the materials used in its classrooms?
____	____	4.	Does the department plan course offerings?
____	____	5.	Does the department determine or influence the nature of inservice day activities?
____	____	6.	Does the department have a voice in selection of a department head?
____	____	7.	Does the department take an active part in interviewing and hiring new members?

B. Does the department have resources for working together?

Yes	No		
____	____	1.	Does the department have a place to work together?
____	____	2.	Is time allotted for frequent department meetings?
____	____	3.	Do department members (at least those teaching the same subject) have a simultaneous free period?
____	____	4.	Is time provided for in-service days or other continuing education?
____	____	5.	Does the department head have extra time and other support for carrying out his duties?
____	____	6.	Are secretarial help and adequate duplicating equipment provided for teachers producing supplementary materials?
____	____	7.	Does the system provide financial support and/or release time to teachers who wish to attend professional conferences or to visit other schools?

____ ____ 8. Can department members order supplementary materials for the classroom or library?

____ ____ 9. Does the library provide a good collection of social studies resources for students?

____ ____ 10. Does the building design provide instructional flexibility?

____ ____ 11. Are there facilities for conferring with students individually?

C. Is the school and district climate supportive?

Yes No

____ ____ 1. Does the principal and staff clearly support innovation?

____ ____ 2. Is the supervisor's office a useful source of ideas and information?

____ ____ 3. Does the local press usually respond positively to developments in the schools?

____ ____ 4. Do teachers feel that the community is proud of its schools?

____ ____ 5. Does the school inform parents about innovations and activities?

What Does It Mean?

If you checked "no" for more than half the items in each category, you have an interesting and challenging task. The Handbook will help guide your future efforts for department development.

If you checked "yes" on more than half the items in each category, you have a climate favorable to innovation. Departments which continually innovate usually have several characteristics. First, the climate of the school is supportive of change. Teachers expect colleagues to try new approaches and feel out of step if they are not actively trying to improve their own classes. Administrators encourage and reward attempts to develop skills, become active in professional organizations and innovate in the classroom. The continuous sharing of professional concerns is the heart of an innovative department.

In addition to an open climate and supporting facilities, innovative teachers have both problem-solving skills and access to inputs from outside the school. Teachers have many demands on their time. Development of these capacities makes continuous professional growth a realistic department goal.

Finally, the school structure in which innovative teachers operate must provide support for professional growth. Teachers and departments have a large measure of control over decisions that affect the classroom. Organization of the school and facilities make locating and sharing new ways of doing things easier.

Your department needs to develop strength in each of these categories if it is to function as a continually innovative group. You have already made advances in this area. This Handbook will help you guide your department's future development.

(The Department Developmental Checklist was developed by Janet Eyler, former Project Assistant, Social Studies Diffusion Project, Indiana University.)

Getting Cooperation

Obtaining the willing assistance of staff members of departmental projects is not always easy. There are a number of variables in getting people to help. These include your own personality and past performance, the staff members' perception of the department and previous experiences, general expectations of success, and so on. But some approaches make it easier for a person to answer "yes" when asked to help.

1. Be positive: "I'd like you to help out because you have good ideas about . . ."
2. Be personal: "I thought you would be the person to . . ."
3. Be specific: "I need you to write one article and make two telephone calls."
4. Be honest, especially in terms of time: "It will take one Saturday morning and two afternoon meetings of about one hour each."
5. Tell why the individual is selected: "The executive board wants you to do this because of your ability to convince others."

People tend to say "yes" when:

1. It is important to them in terms of their needs.
2. They know people connected with the work.
3. They feel that they have something useful or valuable to contribute.
4. The time demands are known.
5. There is a terminal date.
6. Co-workers are capable and conscientious.

C. Appraisal of Professional Staff

Teacher appraisal serves a valuable function in the development of your department staff. A cooperative, continuing appraisal process should serve to: improve the quality of instruction and educational services available to students; aid in the professional growth of individual teachers; and encourage increased departmental intra-action in the development of the total curricular program.

To be most effective, the appraisal process should include both the department chairperson and the teacher being evaluated. The chairperson should formally evaluate each department member. Then each department member should submit a self appraisal. The appraisals can take a variety of forms, but the instrument should be standardized. Student reactions can also provide insights helpful to your appraisal efforts. If the appraisal process is to work, open lines of communication must exist between the evaluators and those being evaluated. Teachers should have the opportunity to discuss the appraisal with both administrators and the department chairperson. One way of doing this is through an appraisal conference attended by the teacher, department chairperson, and administrators involved. Eliminating this step will weaken the total appraisal process.

Be sure to use an appraisal form you feel comfortable with and which provides the information you need. Below are two sample instruments. The first was developed by C. Frederick Risinger while serving as department chairperson at Lake Park High School in Roselle, Illinois (Item I-E). It utilizes the National Council for the Social Studies Curricular Guidelines as a basis for determining

appraisal criteria. The second used at Bloomington High School North in Bloomington, Indiana is less specific in its approach to the appraisal process (Item I-F). Both forms encourage the evaluator to qualify and amplify the ratings assigned in any one section. Either instrument can be used effectively, but are provided as examples to guide the development of your own instrument

In the process of self appraisal, teachers may find assistance in several ways in addition to self-questioning. An audio or television tape of classroom activities for later examination by the teacher can be very helpful. Also helpful are student questionnaires evaluating the teacher, instructional strategies, and possibly instructional materials. A problem with all of these is the sensitivity of the information relative to the teacher's own feelings and self-image. Also a problem is the time necessary for the teacher to process such data. This time problem can be partially relieved (but at a monetary cost) by machine scored answer sheets or by a complete service such as has been offered for a number of years by Western Michigan University. Similar services may now be available from other sources as well.

A list of sample rating statements for a course-instructor evaluation form follows this section (Item I-G). It has been drawn from the Multi-Op system for course and instructor evaluation at Indiana University.

Of course, "informal" appraisals can be written by the department head or principal at various points throughout the year to commend teachers for special efforts. For example, one teacher might receive an appraisal for his or her work as coordinator of homecoming

activities. Another might receive one for his or her work in developing an especially creative instructional unit on the American Revolution. These "informal" appraisals should be in writing, to help document substantiate ratings assigned in the more formal appraisal instrument. Informal appraisals are also valuable in building teacher morale.

*Additional information can be obtained by contacting:

Dr. Reese Parker
REDE Center
Western Michigan University
Kalamazoo, Michigan 49008
(616) 383-1997

Item I-E

Professional Appraisal Report

Teacher's Name _____

Date _____ Tenure ☐ Non-Tenure ☐

1.0 GUIDING AND DIRECTING THE LEARNING PROCESS
The social studies teacher as a facilitator of learning exhibits behavior harmonious with the nature of the learning process, the nature of social studies as revealed in recent trends, and contemporary social realities.

1.1 Relationships with Students

1.11 The teacher equally values each and every student as worthy human beings regardless of race, sex, religion, ethnic origin, socioeconomic level, or level of achievement.

1(Lowest) 2 3 4 (Highest)5

1.12 The teacher makes every effort to understand each of his students and their strengths, weaknesses, and problems.

1 2 3 4 5

1.13 The teacher heeds the solicited and unsolicited views and comments of their students and their relationships with them, and consider such views in their self-improvement efforts.

1 2 3 4 5

1.14 The teacher analyzes student behavior-especially hostile behavior on the basis of its causes.

1 2 3 4 5

1.15 The teacher recognizes that children are capable of learning by themselves as well as from each other and acts as a director of learning experiences, rather than as an authoritarian source of knowledge.

1 2 3 4 5

1.2 The Teacher as Planner

1.21 The teacher develops significantly relevant objectives cooperatively with the students. Initiatory activities are planned which will help the students become aware of the basic problem, clarify the issues, and motivate them toward achievement of the objectives.

1 2 3 4 5

1.22 In order to plan meaningful learning experiences the teacher is aware of the basic contemporary social issues at the local, regional, national, and international levels.

1 2 3 4 5

1.23 The teacher understands the subject matter involved in terms of its basic concepts, generalizations, and unresolved questions.

1 2 3 4 5

1.24 The teacher knows the background of his students and utilizes knowledge of their previous experiences to make the teaching-learning relevant to them and to their social environment.

1 2 3 4 5

1.25 The teacher knows the investigative methods of the social sciences and utilizes them as guides in planning investigation-oriented learning experiences at the student's levels.

1 2 3 4 5

1.26 The teacher is cognizant of individual differences and plans a variety of learning activities in order to reach all students.

1 2 3 4 5

1.3 The teacher as Implementor

1.31 The teacher maintains an open and questioning atmosphere in the classroom in which students are free to develop a questioning attitude and are guided to learn in a variety of ways. Teaching strategies and materials would be varied rather than following a routine pattern.

1 2 3 4 5

1.32 The teacher is skillful in the use of various questioning techniques and is capable of leading the students in discussion involving higher levels of thinking including analyzing, synthesizing, hypothesizing, testing of hypotheses, inferring, and evaluating.

1 2 3 4 5

1.33 The teacher utilizes the local environment, the experiences of the class, and a variety of other resources in motivating and directing the students in understanding various social situations and phenomena.

1 2 3 4 5

1.34 The teacher recognizes that academic freedom and responsibility to demonstrate a high commitment to the students' right to deal with controversial issues, including the establishment of criteria for choosing between alternative values in an intellectually honest way, are both necessary and important.

1 2 3 4 5

1.35 The teacher maintains an atmosphere of intellectual integrity by allowing and encouraging the consideration of all possible points of view in treating various topics and issues.

1 2 3 4 5

1.36 The teacher should not impose his views on the students but by teaching and allowing them to be critical of all sources of information he may state his own conclusions when appropriate.

1 2 3 4 5

1.37 The teacher considers the process of rational decision-making to be the basic method of learning for the social studies and encourages students to apply it to contemporary issues.

1 2 3 4 5

1.38 The teacher views pupil progress and achievement in terms of understandings (concepts and generalizations), intellectual skills, and affective behavior. Evaluation is regarded as a continuous process and the teacher devises a variety of instruments making use of formal and informal techniques, including self-evaluation, in order to assess student growth.

1 2 3 4 5

1.4 The Teacher as a Department Member

1.41 The teacher actively solicits the views and ideas of teachers within the department and utilizes them where appropriate in course and unit planning.

1 2 3 4 5

1.42 The teacher exhibits enthusiasm, empathy and an appealing manner in working with colleagues.

1 2 3 4 5

1.43 The teacher is skillful in the techniques of group and individual dynamics and utilizes these skills in the most effective manner possible consistent with school and department.

1 2 3 4 5

1.44 The teacher is constantly reviewing professional literature and the mass media with the goal of continual program evaluation and renewal and makes this information readily available to all department members.

1 2 3 4 5

1.45 The teacher participates willingly and effectively in department and faculty committees.

1 2 3 4 5

1.46 The teacher respects the opinions, abilities, and contributions of others and maintains an open-mindedness in working relations.

1 2 3 4 5

COMMENTS

2.0 THE TEACHER AS A PROFESSIONAL PERSON

As a professional person, the social studies teacher has an obligation to fulfill responsibilities which result in strengthening his profession. He should exhibit a commitment toward self-improvement both in professional and civic matters. He should belong to organized professional groups and actively work for the improvement of the teaching and learning of social studies.

2.1 The teacher's Self-Improvement

2.11 The teacher continues his formal education through coursework in the areas of his concern and by keeping abreast of current related literature.

1 2 3 4 5

2.12 The teacher voluntarily participates in special in-service programs and should attend or organize professional meetings that assess and seek improvement of the teaching and learning of the social studies and the school program as a whole.

1 2 3 4 5

2.13 The teacher continuously examines his views and beliefs and his social behavior in order to reflect and act on the need to eliminate possible inconsistencies.

1 2 3 4 5

2.14 The teacher joins and participates in appropriate professional associations and societies.

1 2 3 4 5

COMMENTS

3.0 THE TEACHER AS A MEMBER OF THE SCHOOL COMMUNITY

3.1 The teacher becomes knowledgeable concerning programs and activities both within and without the regular curriculum and willingly serves as a resource person when requested or upon recognition of a need.

1 2 3 4 5

3.2 The teacher encourages students to participate in a broad range of curricular and extra curricular activities.

3.3 The teacher demonstrates, by his attendance and enthusiasm, his support of the total curricular and extra curricular program.

1 2 3 4 5

Item I-F

Teacher Evaluation Report

Teacher's Name _____ School _____

Present Assignment _____

Years in MCCSC _____ Total Years Experience ___
(including current year)

Total Years Experience _____
(including current year)

The appraisal of teaching is a cooperative, continuing process designed to serve the following purposes:

a. Improve the quality of instruction and education services to the children of our community;
b. Raise the standards of the teaching profession as a whole;
c. Aid the professional growth of the individual teacher.

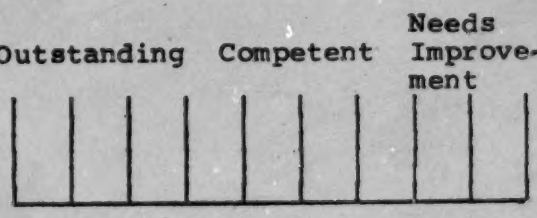
In completing the appraisal form, any low rating should have a detailed explanation. The evaluator is encouraged to use the space following each major category for additional comments or clarification.

The symbols used in the appraisal sections are intended to convey the following meanings:

X - a composite rating of all elements in the category
Underlined elements - indicates strong characteristics
Circled elements - indicates a need for improvement

I. Professional Interest and Attitude

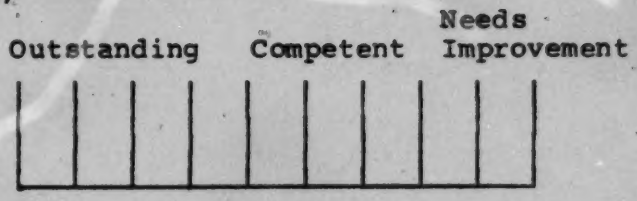
Shows genuine sincerity toward teaching;
Belongs to appropriate professional organizations;
Upholds ethics of profession;
Accepts and performs responsibilities;
Contributes to general esprit de corps of staff.



Comments:

II. Effectiveness of Instruction

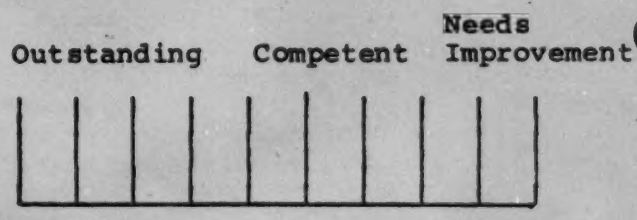
Displays creativity;
Give evidence of planning and preparation;
Adapts easily to existing circumstances;
Shows skill in motivating students;
Provides for individual differences;
Makes effective use of appropriate teaching aides;
Maintains attractive and stimulating classroom;
Possesses adequate working knowledge of subject matter.



Comments:

III. Inter-Personal Relationships

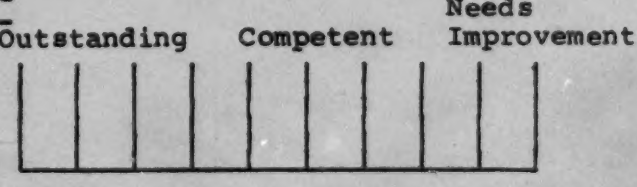
Performs with cooperation, tact, and open-mindedness in working relations;
Respects the opinions, abilities, and contributions of others;
Exhibits enthusiasm, sympathy and an appealing manner in association with colleagues;
Relates positively with students, parents, staff, and administration.



Comments:

IV. Self-Growth and Improvement

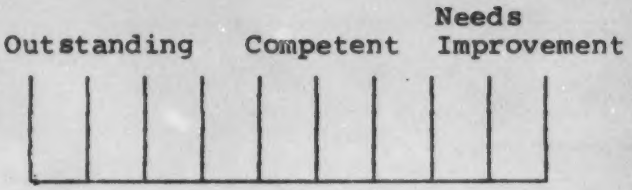
Shows willingness to examine teaching effectiveness;
Constantly seeks better procedures;
Adapts to new ideas;
Seeks improvement through additional schooling, related experience, in-service training, travel, etc.
Participates in school activities.



Comments:

V. Personal Attributes

Exhibits punctuality, mental alertness,
and emotional stability;
Demonstrates good taste in grooming
and manner of dress;
Speaks pleasantly with clarity;
Displays a sense of humor;
Is friendly and understanding;
Exercises self Control;
Possesses normal physical health.



Comments:

Statement regarding recommendation for re-employment:

Evaluator's Signature _____ Date _____

Teacher's Signature _____ Date _____

Teacher's signature indicates rating has been reviewed but does not necessarily mean agreement with the evaluation. The following space is provided for comments by the person being evaluated.

Item I-G

SAMPLE RATING STATEMENTS for Instructor/Course Evaluation
(Taken from the Multi-Op system in use at Indiana University)

General Core

I learned a lot in this course.
I knew what was expected of me in this course.
This course is one of the most difficult at this level.
My instructor seems enthusiastic about teaching this course.
My instructor is well prepared for class meetings.
My instructor is able to explain the subject clearly.
My instructor makes the subject interesting.
The exams cover the most important aspects of the course.
Feedback on exams indicates clearly my standing in the course.
My instructor is regularly available for consultation.
My instructor ranks among the best at this level.

Managing Presentation

My instructor is knowledgeable on course topics.
My instructor suggests helpful resources (e.g. readings, etc.)
My instructor presents material audibly and clearly.
My instructor holds my attention.
Instructions given by my instructor are clear.
My instructor motivates me to do my best work.
My instructor makes difficult topics easily understandable.
My instructor recognizes when students fail to comprehend.
My instructor answers questions carefully and precisely.
My instructor uses examples and illustrations well.
My instructor clarifies topics with examples from other fields.
My instructor illustrates relationships among topics.
My instructor emphasizes a conceptual grasp of material.
My instructor effectively supports theory with facts.
This course is well organized.

Interaction With Students

I find my instructor an easy person with whom to talk.
Taking another course from this instructor would be enjoyable.
My instructor deals with students as individuals.
My instructor is fair and impartial with students.
My instructor easily built rapport with the class.
My instructor actively helps students with problems.
My instructor encourages criticism of his/her ideas.
My instructor accepts opinions different from his/her own.
My instructor requests criticism of his/her teaching methods.
My instructor encourages divergent viewpoints.
My instructor encourages students to present their views.
My instructor makes me feel involved with this course.
My instructor makes me feel free to ask questions in class.
My instructor respects student questions about the subject.
My instructor is skillful in developing classroom discussion.
My instructor encourages a partnership in learning.
My instructor frequently gives me new viewpoints.

My instructor stimulates my thinking.
My instructor recognizes success and provides incentives.
My instructor makes learning more interesting than I expected.
My instructor motivates me to do further independent study.
My instructor directly contributed to broadening my outlook.
My instructor returns papers promptly enough to benefit me.
My instructor offers specific advice to remedy weaknesses.
My instructor uses evaluation to provide help where needed.
My instructor uses many methods to involve me in learning.
My instructor uses teaching methods well suited to the course.
My instructor adapts to student abilities, needs, interests.
I was able to set some of my own goals in this course.
My instructor adapts course and teaching to meet student needs.
My instructor uses novel teaching methods to help me learn.
A greater portion of class time should be given to discussion.

Course Objectives and Content

The objectives of this course are clearly stated.
Daily class activities are clearly tied to course objectives.
The stated goals of this course are consistently pursued.
The content of this course is worthwhile.
This course incorporates current developments in the field.
This course will be of practical benefit to me as a student.
The contribution of this course to my education is apparent.
Course content is accurately presented by catalog description.
Course topics are dealt with in sufficient depth.
The analytical emphasis of the course aids learning.
Evaluating developments in the field helps me learn.

Examinations and Grading

Exams are used to improve instruction as well as for grading.
Exams are used to help students find strengths and weaknesses.
Exams are creative and require original thought.
Exams in this course are fair.
Exams are an excellent device for learning in this course.
Exams accurately assess what I have learned in this course.
Exams are properly spaced through the term.
Grades are assigned fairly and impartially.
The basis for assigning grades was clearly explained.
Grades are an accurate indicator of achievement in this course.
The instructor collects enough evidence for valid grading.

Readings and Assignments

Complexity and length of course assignments are reasonable.
Directions for course assignments are clear and specific.
Assignments are related to goals of this course.
Assignments are of definite instructional value.
Developing the term project was a good learning experience.
Course assignments are interesting and stimulating.
I am generally pleased with the text required for this course.
The assigned reading is well integrated into this course.
Duplicated handouts were valuable supplements to this course.
This course should have a required text or book of readings.

Peer Interaction in the Classroom

There was a sense of common purpose in our class.
My fellow students were well prepared.
I learned from other members of the class.
Students in this class are interested in knowing each other.
Students put a lot of energy into what they do in this class.
Students in this class get to know each other well.
Students help each other with work in this class.
Students try hard to get the best grade in this class.
Students don't feel pressured to compete in this class.
Students really attend to what this instructor is saying.

II

DEPARTMENT ORGANIZATION

II

As social studies department leaders assume more and more resposibility in manging their department, the details of handling day-to-day departmental business becomes onerous. The responsibilities of developing schedules, overseeing the budget, and holding department meetings are often quite time consuming. Each of these responsibilities takes thought and preparation to maintain an efficient, growing department. This section of the handbook contains suggestions for effectively meeting these varied demands.

Scheduling classes to meet both the needs and wishes of students, and the interests and qualifications of the staff is not an easy task. Providing a class schedule which allows students flexibility and quality of instruction requires a lot of time and energy. Department leaders can meet these needs in several ways.

Budgets are another problem. A sample departmental budget is presented to assist the chairperson in informed and effective use of funding. Once again involvement by the entire department is recommended at various levels in the budgetary process. The chairperson should be a vital link in the budgetary process.

The department meeting can be a vehicle for change. Too often the department's periodic meetings consist of the cycling of administra ive policy down the spiral of responsibility. Yet these meetings provide enormous potential for department interaction and growth. Some means of achieving this growth are cited in this section.

Attention to these three areas can enhance departmental organization and staff development. A professional growing staff

will be able to provide a more complete and meaningful education experience for the students.

A. Scheduling

The department chairperson should play a key role in scheduling classes and assigning teachers to classes. Working closely with the administration, the chairperson should determine the number of class sections to be offered per class. Then, through his or her knowledge and understanding of the goals and objectives of the department, the qualifications of the staff, and the needs of the students, teachers can be assigned to specific classes. This process should begin early enough in the previous school year to allow time for adjustments.

The scheduling process can be facilitated by a systematic approach to the problem. The number of class sections per course or grade level will be determined by any number of the following criteria: the subject is a required class; the subject is an elective class; the subject is a prerequisite for another class; the subject is of limited interest or restricted enrollment; the subject is the second semester continuation of a class of which only one semester is required. Such determinations will especially be based on past experience with a particular course offering, and on the tally of student requests for various classes.

Finally, classes should be equitably spread throughout the school day. Students need to meet a variety of demands in creating their class schedules. While few teachers like teaching the last period of the day, students need classes at that time and it is the school's responsibility to meet that need.

Once the number of sections offered per subject area has been established, the process of assigning a teacher to each section begins. It is important to limit the number of preparations per teacher. Unless a teacher desires to teach a specific class, i.e., one which is offered only once during the day, more than two preparations may hinder his or her ability to participate in staff development activities.

Teachers should be provided with an opportunity to state, in writing, their teaching preferences each year. In most instances these preferences can be met, but it is the department chairperson's responsibility to determine who is best suited for teaching a given class. Criteria which enter into this selection are: qualifications (i.e., college preparation or past experience in the subject area.)

The department head should work with the department staff as well as the administration in determining class staffing and offerings. Inform teachers of their proposed assignments before they are formally presented to the administration. Teachers should be encouraged to discuss the assignments with the Chairperson. Open communications within the department are also beneficial in this process.

Rational discussions, based on established goals and objectives will alleviate many squabbles. While the department chairperson must have the final decision as to staff assignments, arbitrary assignments are not necessary. Working closely with all concerned will provide a more harmonious atmosphere for the department.

Once completed, the department schedule must be coordinated with other departments in the school. At this point conflicts between single or double offerings are eliminated or minimized and patterns which permit smoother overall student scheduling are assured. It is important to retain sufficient flexibility in the department schedule to adjust to the compromise demands of this necessary step.

The sample department schedule which follows is a relatively simple example illustrating the lock-step schedule in use in many schools (Item II-A). While the foregoing considerations generally apply to most scheduling situations, it is impossible to illustrate all possible scheduling patterns in this handbook. Most modular and types of flexible schedules come in such great variety that details about a specific school must necessarily be obtained from the local administration.

Item II-A

Sample Department Schedule

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Miller	Govt.	Govt.	Govt.	Minority Studies	Dept. Chair.	Free
Smith	Free	Psych.	Psych.	Geog.	Geog.	Geog.
Johns	World Hist.	Free	World Hist.	US Hist.	US Hist.	World Hist.
Victor	Minority Studies	Minority Studies	Minority Studies	Free	US Hist.	US Hist.
Frederick	Free	World Hist.	World Hist.	Govt.	Govt.	Govt.
Howard	Econ.	Intro Soc. St.	Free	Soc.	Soc.	Econ.
Stuart	Geog.	Geog.	Geog.	Intro Soc. St.	Free	Intro Soc. St.
Martin	Geog.	US Hist.	US Hist.	US Hist.	B.P.E.	Free
David	US Hist.	US Hist.	US Hist.	World Hist.	Free	English

This is a sample schedule for a school of 1600 students. Six semesters of social studies are required. One semester must be government and two semesters must be US History.

Class Size 12th - 370; 11th - 430; 10th - 450; 9th - 350.

Course Offerings: 12th - Government, Psychology, Sociology Economics
11th - US History, Minority Studies
10th - World History
9th - Geography, Introduction to Social Studies

B. Budget

The amount of money that any department receives each year is usually decided outside the individual department. While some schools allow individual departments to submit budget requests, most budgets are determined by (1) a state formula based on specific allocations per student; (2) local school board policy; or (3) a combination of the two. However, the budget is determined, the department should have input into the process, knowledge of the allocated funds, and control over the expenditures of those funds. The following are some suggestions on how this might be done.

Departmental policy should determine the expenditure of the all allocated monies. Policies can be established several ways. One method is the use of a Needs Assessment Instrument. This helps the department assess its needs and provides an opportunity to discuss means of meeting needs through careful expenditures of funds.

Below is the breakdown of a budget based on a formula which provides the department with $1.25 per student. There are 2500 students served by a department of 14 persons. The two largest expenditures are for textbooks and supplies.

Supplies are always necessary in the daily operations of a school. The department should establish how to allocate funds in the supply budget. Some may decide to allocate a fixed sum per student. Others may provide a sum per class taught. Still others may handle supplies through the department office. This method can be most efficient if the department has one person to handle this for all. Whatever the method, take care to avoid waste and abuses. Money can easily be needlessly spent.

Instructional materials (textbooks, supplementary books, etc.) cost more and more each year. A good collection system will enable all areas of the department to purchase new instructional materials when appropriate. Textbooks are normally adopted for three to five years. Through a rotation system among the disciplines and careful evaluation of materials before adoption, new materials can be adopted for a given discipline every five years. The emphasis must be on the careful selection of material to avoid purchasing new textbooks which do not meet departmental goals and objectives. This segment of the budget also includes money for replacing lost and damaged materials.

Money must be set aside for conferences, workshops, in-service training, and professional journals if staff development is to be successful. The amount of money allocated to these areas can be determined by the needs assessment instrument. Departments should investigate using other school money to take advantage of workshops and institutes. Take care to provide all department members opportunities to use these allocations.

Selection of professional journals was discussed under staff development. This expenditure can easily become very large. Don't forget to use the school library as a source.

Copy machines, audio-visual equipment, etc. are normally supplied by the school. Purchase of this type of equipment is costly and unless it is absolutely necessary should be avoided. However, department typewriters may need replacing, additional file cabinets may be necessary, or a new slide projector may be essential.

If money for these items cannot be provided by the school, the department may need to allocate funds for them.

Budget $3,125.00 2500 students 14 Department members

Allocation for 19. . . . .

Textbooks (all instructional materials - new and replacement	$1500.00
Supplies	1000.00
Conferences, workshops, etc.	400.00
Professional journals	60.00
Equipment (Two file cabinets @ $65.00 ea.)	130.00
	$3090.00

For some departments the above budget will be too high. For others it will be too low. Whatever your situation, control over your budget will enable you to provide a more meaningful and complete program for your students. It may also hold the department accountable for its actions. Seek flexibility to move money from one account to another for most efficient use of funds.

Establishing a sound budget and prudent expenditures will enable the department to provide instructional materials and supplies for students and engage in continuing curriculum development and professional growth. Thus the students, the staff, the school and the community can benefit from the available money.

C. The Department Meeting

The department meeting is the one activity in which all department members participate regularly. Unfortunately, time in these meetings is too often spent discussing "business" items, such as new administrative policies, the school calendar of events,

or the department budget. While these items are important and need to be discussed, the department meeting can and should serve other functions as well. The paragraphs below identify several activities which can be incorporated into your department meetings agenda. It is impossible to cover each in every department meeting. However, utilizing one or two of these suggestions at each department meeting will make the sessions more profitable, enjoyable, and interesting.

1. Have your staff participate in an interaction exercise. Excellent examples of these are the well-known "Five Squares" or "Flowers and Onions" devices. Such exercises are useful in that they encourage departmental cooperation and open communication. Illustrations of both follow this section (Items II-B and II-C).
2. Spend time informing your staff of upcoming workshops, institutes or conferences. When applicable, certain staff members might be asked to report on a recent meeting or workshop attended.
3. Current trends and innovations in social studies education could be discussed. Perhaps an interesting informative article on some innovation or technique can be duplicated and distributed to department members for discussion at the next meeting. Or, one or two department members might present some new instructional technique or set of classroom materials, e.g. suggestions for working with moral dilemmas in the classroom, or a new simulation game.

4. Department members can share their feelings on the merits of a particular text or set of instructional materials. This interaction will assist you in making a decision on the purchase of such materials at a later date.
5. Department members might discuss their feelings on a particular issue. The intent of such discussions would be the development of a departmental policy on such diverse issues as use of the library by the department, the individualization of instruction, or student cheating on exams.

The five suggestions presented above are only a beginning. Hopefully, you will develop additional ways to make your department meetings more profitable, enjoyable and interesting. Certain things, however, might be kept in mind when you begin to structure your department meetings. Below are several helpful suggestions for organizing department meetings.

1. Identify and record a set of goals for the year's department meetings. A set of incremental goals (those that can be achieved at each meeting) might also be developed. These will help structure each department meeting. A yearly schedule with designated topics and activities might then be distributed to all department members.
2. An agenda should be distributed to all department members prior to each meeting. They should be encouraged to have input in helping develop the agenda and suggesting additions to each meeting's order of events.

3. If at all possible, a record of each department meeting should be kept. Departmental positions on specific issues, reactions to certain instructional materials, and other important points should be recorded for future reference.
4. Provide the opportunity for all department members to become involved in the department meeting process. Department members could help outline the goals and incremental objectives outlined above. They might also assume responsibility for some segment of each meeting. For example, sessions on a new simulation game, a report from a recent conference, a different approach to evaluation, and other topics of immediate interest can be the responsibility of one or more department members.
5. Try to keep "administrivia" time to the bare minimum. Leave as much time as possible for the program at each meeting.

Hopefully, the suggestions above will be useful in your attempts to structure department meetings. Several additional ideas to give a new approach to organizing department meetings are listed at the end of this section (Item II-D). While there is no single panacea for stimulating, informative department meetings, these suggestions may aid your efforts and help generate thought for similar activities applicable to your specific situation.

Building an Agenda

Productive meetings have a clear purpose, are democratically run and encourage free communication. They are also well planned and organized. It is better to be formal to begin with and then ease the

reins than to try to restore order in a disorderly, unproductive meeting. For this reason a well planned agenda can be essential.

There is much confusion about why and how items appear on an agenda. To reduce this confusion, some groups have adopted the following conventions for agenda building.

First, each participant is given a form to transmit information to the chairperson about items to be considered at the next meeting. One form used for this purpose is presented in Item II-E below. Set a deadline for getting agenda items to the chairperson. After the deadline the chairperson arranges and schedules the items (see Agenda Format, Item II-F below), leaving time for emergency items.

With this kind of format, the chairperson has many options for ordering the agenda. For instance, he or she may want to place all "administrivia" or information reporting items at the beginning of the meeting or at the end, or disperse them among decision items. The chairperson can allocate fairly tight time lines for reporting and discussing items. He or she may need to contact the initiator for further information or may recommend that a proposed item needs further work before it is presented to the total group.

Agenda items should be distributed in writing to the entire group. A format for this presentation appears in Item M. At the beginning of the meeting the agenda format is reviewed and modified if necessary. During the meeting notes should be taken on items which provide information or require a department consensus. At the end of the meeting the time of the next meeting and its general purpose (if known) should be announced. In some situations participants will appreciate a preset closing time for the meeting so that later commitments can be kept.

It should be remembered that department meetings are for those matters that concern the whole department. Matters concerning any number smaller than the entire group should be reserved to meetings called for that purpose and requiring the attendance of only the appropriate persons.

If the preceding suggestions seem overly formal they should be adjusted to fit local circumstances. Beware, however, that you do not allow personal convenience to be an excuse for running a disorganized meeting. In most cases too formal is far better than not formal enough.

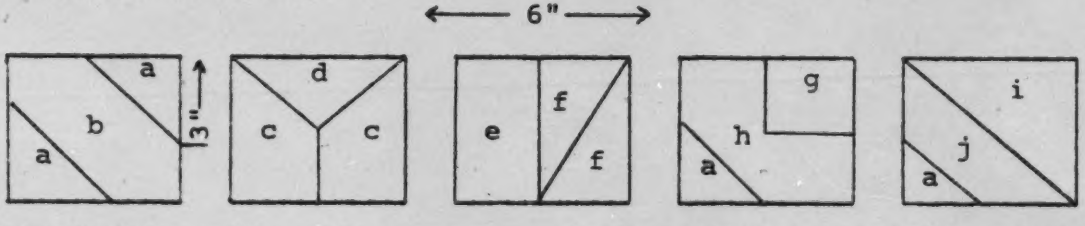
Five Squares

The Cooperation Square Game: An Interpersonal Ascendant Simulation

Before the meeting, prepare a set of squares and an instruction sheet for each five students. A set consists of five envelopes containing pieces of stiff paper cut into patterns that will form five 6" x 6" squares as shown in the diagram. Several individual combinations will be possible, but only one total combination.

Cut each square into the parts a through j and lightly pencil in the letters. Then mark the envelopes A through E and distribute the pieces thus: Envelope A, pieces i, h, e: Envelope B, pieces a, a, a, c: Envelope C, pieces a, j: Envelope D, pieces d, f: Envelope E, pieces g, b, f, c.

Erase the small letters from the pieces and write instead the envelope letters A through E, so that the pieces can be easily returned for reuse.



Divide the meeting into groups of five and seat each group at a table equipped with a set of envelopes and an instruction sheet. Ask that the envelopes be opened only on signal.

Describe the experiment as a puzzle involving conflict and cooperation. Read the instructions aloud, point out that each table has a reference copy of them, then give the signal to open the envelopes.

The instructions are as follows: Each person should have an envelope containing pieces for forming squares. The task of the group is to form five squares of equal size. The task is not completed until everyone has before him a perfect square and all the squares are the same size.

These are the rules: No member may speak. No member may ask for a card or in any way signal that he wants one. Members may give cards to others.

Debrief by asking questions such as:

1) How did you feel when someone held a piece and did not see the solution?
2) What was your reaction when someone finished his square and then sat back without seeing whether his solution prevented others from solving the problem?

3) What were your feelings if you finished your square and then began to realize that you would have to break it up and give away a piece?
4) If you were slow at seeing the solution how did you feel?

(Taken from Today's Education - NEA Journal, October, 1969)

Flowers & Onions

This group intraction technique has been used in various forms for several years. It can be utilized as a classroom activity, a device to elicit feedback from any group and, in this case, is a technique for encouraging frank departmental intraction. As you will see, the technique can be somewhat threatening and you should be cautious about deciding if, when, where, and how it should be implemented.

After a discussion involving a major departmental decision on group project, each person "distributes" two compliments (flowers) and one criticism (onions) to other group members. These are written on a piece of paper. For example: Flowers: Anne and Stuart; Onions: David. Then, each group member orally states his distribution and explains why to the total group. Example: "I gave Anne a flower because she was supportive of my agreements and Stuart got one because he was open and fair about his disagreement. David got my onion because he let the department down by not attending the workshop session like he promised and then refused to accept the responsibility".

Some leaders permit group members to give themselves one of the "flowers" or the "onion". Others don't. There are arguments to support both views.

This activity encourages openness and frank evaluations of group processes. It can be especially eye-opening for a department member who "collects" most of the onions for a specified behavior. Once again, exercise caution when using the technique, but give it a try. It can be very beneficial.

Some Alternative Departmental Meeting Techniques

1. Have other departmental members "chair" the meeting while you sit in the group. This way, you can focus your attention on the interaction and actually participate. The meeting chairperson has the responsibility for watching the time, sticking to the agenda, and similar matters. This responsibility should rotate to all departmental members.

2. Have the agenda outlined on a chalkboard or on poster paper. As a first item of business, determine approximate times for discussing each item. For example, selecting a department member to attend a workshop may take 2-3 minutes while discussing a proposed new grading policy would be allotted 20-30 minutes. Someone (not the meeting chairperson) should serve as timekeeper and notify the group when a minute is left for each item. Then, the department can decide whether to devote more time to the issue or to table it for future discussion. This encourages systematic meetings and reduces irrelevant discussion.

3. Save all "quickie" questions and gripes until the last item. You can call it "shotgun". In the "shotgun" session, questions are raised and answered by the appropriate person (if present). For example, here's a sample "shotgun" segment.

Brenda: "When are grade reports due?"

Dept. Head: "No later than Friday at 3:30 - preferably sooner."

Scott: "I've been trying to find the Civil War filmstrip series for three days - who's got it?"

Barbara: "I'm still using it, I'll be finished Wednesday."

Gerald: "I'm still 6 textbooks short for Economics, when will they arrive?"

Dept. Head: "I've asked Mr. Wheeler every day. I'll have him call the company and let you know tomorrow.

Item II-E

AGENDA ITEMS

1. Initiator's Name _____ Date _____

2. Define the problem underlying this agenda item. (Remember problem definitions point to discrepancies between a) what is and what ought to be, b) what is expected and what is observed, etc.)

   _____

   _____

   _____

3. Which of the following applies to this item:

   _____ For information only

   _____ Status report

   _____ For exploratory discussion but not for decision

   _____ Requesting the group to make a decision

   _____ Requesting the group to ratify a decision made elsewhere

   _____ Other, explain _____

4. What is the agenda item? _____

   _____

   Send this form to _____

   _____

Item II-F

AGENDA FORMAT

TIME	INITIATOR	ITEM	PROBLEM	ACTION REQUIRED
12:00	Chairperson	Agenda Review	Is it accurate, are all problems included	Decision to add or delete
	(Emergency items may be added here. If so, times will be delayed)			
12:05-12:30	John Henry	Objectives	-Priorities are not being set -Statements are not behavioral	Ratify sub-committee's recommendations
12:30-12:45	Jim Atkins	Organization Structure	-To formulate an organization structure which promotes flexibility	Progress Report
12:50-1:00	Charles Sauba	Budget	-Do not have forms needed to complete budget priorities	Reminder and urging
1:00-1:30	Joe Rich	Evaluator	-Need to receive information relevant to implementation of current evaluation study (see attached for full explanation	-Discussion -Need decisions on categories of information

III

CURRICULUM PLANNING AND IMPLEMENTATION

III

Curriculum revision is one of a department's most important undertakings. It is also one of the most difficult. Most of the information pertinent to this subject has been drawn from the NCSS Field Board Service's Leadership Resource Kit.

Central to any curriculum revision process is the selection of instructional materials. As is true in many other department activities, all department members should be involved in this process.

Recently, increased attention has been directed toward the classroom study of controversial issues and the use of different teaching styles. Parental concern over these matters is usually directed to the department head. By handling such matters in an efficient, effective manner, potentially explosive situations can be quickly defused. There are several ways of developing departmental policy to deal with controversial issues or teaching styles and parental concerns which may arise over them.

The department chairperson can provide leadership in examining alternatives to make classroom instruction more effective and exciting. In-service programs, workshops, and institutes help make such alternatives available to department members. Again, most information on this topic was drawn from the NCSS Leadership Resource Kit.

The information, suggestions and variety of instruments offered in this section should be useful to your curriculum revision efforts. This is obviously not an exhaustive presentation of ideas. You should be stimulated to apply these suggestions to your specific needs and situation.

"We didn't know where to go for help!"

"All the consultant did was lecture!"

"We couldn't get released time!"

How many times have you heard these statements as rationalizations for a lack of a clear-cut plan for curriculum revision? The usual replacement for this plan is a haphazard series of materials based on publishers' salesmanship and brochures. If we wish to inspire in our students an appreciation of rational behavior, we need to make every effort to practice what we preach.

Curriculum change cannot be a haphazard experience. The quality of education in our schools can be improved by careful planning and systematic follow-through. Every district is faced with the task of developing, revising, and updating courses of study and selecting new curriculum materials. But this process needs to be undertaken with care. The lack of a carefully developed curriculum is frequently attributed to budget and time constraints. But in reality, the reasons frequently lie in the lack of systematic procedures or models or in the lack of opportunities to develop skills in this area.

While it is obvious that every school district possesses unique needs and values, an objective, systematic process can be useful in a wide variety of districts. State and local Social Studies Councils need to grasp the leadership in these projects. They often possess the resources, expertise, and contacts necessary for the successful completion of change processes. How can your department go about creating a sound curriculum development plan?

A. Curriculum Revision

Before You Begin*

Introducing a new social studies program often means making major changes in the way your school organization functions It may involve changes in staffing patterns, staff roles, student/teacher relationships, scheduling, and allocation of resources. The new program will have a much better chance of success if, at the time the change is considered, these basic questions are worked through.

WHY do we want to change? Where does the impetus for change come from? Has evidence of weaknesses been demonstrated in the current program? What has been the specific reaction of teachers, parents, and students to the current program? Has a desire been expressed to try some other specific approaches or programs? What were the reasons given? What benefits do we expect from this change?

WHAT are we doing now? Do we really know what we have been doing? Are we aware of our weaknesses in certain areas so that we will not be condemned to repeat our mistakes?

HOW much of our present programs and practices do we want to keep? Are there any areas in which we have been especially successful? Is there a certain type of student with whom we have been especially successful? Are there teachers who have developed particularly innovative and successful programs?

WHAT resources do we have immediately available? Are there interested and active teachers who will take the lead in carrying through the new program? What kinds of multi-media materials and equipment do we have available? What kind of supervisory assistance can we make available to teachers?

*This section is adapted from material provided by the NCSS Curriculum Committee.

HOW much time, money, and effort are we willing to invest? Are we willing to support the new program by allocating sufficient money for purchase of materials and for hiring consultants and resource specialists? Are we willing to arrange time for teacher workshops? Are we willing to give the program concentrated attention over a three year period until it is firmly installed?

WHERE can we go to get help? Is there a state social studies consultant or coordinator who can provide us with services, materials, and resources? Is there a School of Education in the area which has a curriculum materials center or curriculum library that we may use? Are there schools currently involved in innovative programs which we may visit? Are there professors of social studies at nearby colleges who would be interested in working with us? Is it possible to arrange with a nearby university to conduct summer workshops or give specialized courses for teachers? Has the state or local Social Studies Council identified teachers who have expertise in new programs?

HOW shall support for the new program by obtained? What measures do we need to take to obtain the support and active participation of parents, teachers, students and community? When shall we begin to enlist such support?

WHEN do we want to begin this new program? How much time will we need for pre-planning, educating teachers in the use of new techniques, ordering materials, and rescheduling of activities?

HOW shall we begin this program? Who must approve the changes advocated? How are decisions relating to the proposed changes made? Shall we begin one grade at a time? School-wide? District-wide?

Shall it begin only in the classes of teachers who volunteer? Shall it be a mandated program?

A Model for Change

Curriculum examination and revision must be an ongoing process. An extensive program of study and revision once in ten years hardly provides the necessary currency and relevance for the program. The suggestions below represent the work developed at the Social Science Education Consortium in 1973 by Dr. James Davis and Alan Markowitz. The model has been implemented in a number of school districts in various states.

This model consists of a number of closely related strategies (Item III-A). Several other forms are included to facilitate thought and guide your revision process. However, these resources are only suggested. Feel free to substitute other appropriate techniques and devices and to rely on the results of your own investigations. The model's success can be enhanced by broadening the degree of human involvement.

Item III-A

Model for Curriculum Change

Strategy	Resources	Personnel
1. Self Assessment - understanding the strengths and weaknesses of the current program.	NCSS Self Assessment Inventory.	Selected committee might include the following: coordinator, teachers, administrator, parents, student.
2. Collection of "new" materials.	Publishers, curriculum developers.	Social studies coordinator
3. Review of NCSS Curriculum Guidelines.	NCSS Social Studies Curriculum Guidelines.	Committee from Step 1.
4. Establishment of priority goals to the revised program	Results of self-assessment reactions to NCSS Guidelines.	Same as above.
5. Development of a materials analysis instrument designed to determine the priorities of the district.	Modification of Curriculum Materials Analysis System.	Same as above.
6. Analysis of curriculum materials chosen for study.	Self-developed analysis instrument from Step 5.	Same as above.
7. Preliminary selection of materials.	Results of analyses and list of goals from Step 4.	Same as above.
8. Train in use of materials.	Curriculum developers and/or publishers.	Coordinator, teachers to be involved in pilot program.
9. Plan evaluation for pilot program.	Tool to be based on expected outcomes from Step 4.	Developers, publishers, coordinator, teachers.
10. Pilot program and evaluation.	Selected materials and tool developed in Step 9.	Coordinator, teachers.
11. Final selection of materials.	Results of pilot program evaluation.	Committee from Step 1.
12. Dissemination of program results.	Final report.	Same as above.

Do You Follow the Model?

1. Self Assessment. The initial step involves the use of the NCSS Self Assessment Inventory to gather information concerning the district's current program. This assessment can best be made by working in small groups. An initial planning committee might include the social studies coordinator, a school administrator, and a teacher representative from each grade level involved in the revision process. It is a good idea to include parent and student representatives. Divide the group by grade level or subject area in working with the needs assessment tool.

Once the data is gathered, organize it, synthesize it, and present it for discussion among all the social studies teachers who will be affected by the proposed revisions. In final form, the data from step one would be a list of recognized strengths and weaknesses in the current program, and a list of areas of special concern.

2. Collection of "New" Materials. Choose activities or materials suitable for later study while tackling problems and issues identified in step one. Such a procedure will eliminate obviously unneeded materials. This is probably not a good time to arrange publishers' presentations. Since the prime purpose of collecting materials now is to get ready for curriculum analysis, listening to publishers' sales talks would merely cloud the issues. At this point, letters to individual publishers or calls to their local representatives will help you gain access to a number of materials available for classroom use. Be certain that form letters are avoided, and original, signed letters are mailed out. Make a central

location available for storing materials as they are received, because once the analysis process is begun, the people studying the materials will need ready access to them. The coordinator should keep an accurate file of the materials received. Establish follow-up procedures and check on requests to publishers in order to provide a complete collection of needed materials.

3. NCSS Curriculum Guidelines. Each committee member should read the NCSS Social Studies Curriculum Guidelines. One group session can be devoted to presenting the guideline recommendations, reacting to them, and reformulating them so they reflect the needs of your school district.

4. Priority Goals. After using the NCSS Guidelines to assess the current program, your committee will be ready to develop the priority listing of goals which you plan to achieve with the program you finally adopt. A good question to ask at this point is, "What do we want our students to be able to do at the end of grades 9, 10, 11, 12?" By constantly referring to information gathered in the earlier stages, you will be able to identify a list of goals which you would like to see achieved in your district's social studies programs. It is helpful to have individuals rate a list of goals, then meet in small groups and try to reach agreement on goals, followed by a similar effort in the entire group. At this point, committee members could either work toward consensus on a single list of goals, or list all suggestions and develop a numerical ranking of high ahd low priority goals. The outcome of this process in either case should be a list of priority ranked expected outcomes

for the curriculum revision. The list doesn't need to be written in behavioral or other formal terms at this point. It is mainly for future reference.

5. Analysis of Curriculum Materials. Once the analysis instrument to be used is clearly understood by the entire committee, it is time for materials to be analyzed. If members work through the instrument in pairs, the process is facilitated. Record findings and share them with the group. If any questions arise concerning a specific set of materials, you can contact the publishers for clarification. (A word of caution: Check to see that the materials package is complete. For example, A.V. kits are often a part of the program and should also be studied.) When the analyses have been completed, develop a matrix to measure goals achievement for each set of materials. The materials can be rated on a 0-3 scale for goal achievement. A sample matrix design might look like this:

Materials	Goal #1	Goal #2	Goal #3	Goal #4	etc.
Package #1	2	3	1	2	
Package #2	1	0	3	1	
Package #3	1	2	3	1	
etc.					

In theory, any set of materials which is educationally defendable can be chosen for piloting. However, upon the completion of the matrix, the materials will be arranged in order of goal fulfillment. Budget considerations must be carefully considered at this point in the process. Now is an excellent time to get

together with publishers' representatives in order to discuss the most beneficial terms of supplying materials for a pilot program. At times, these people can provide some materials free of charge in the hopes that a successful pilot program would lead to increased sales.

6. Teacher Training and Preparation. Another important consideration in this preliminary selection phase is the arrangement for teacher training for those materials which might require it. In addition to consulting the publishers or developers for their availability, the coordinator should seek out additional training sources. These sources include:

1. Neighboring school districts where materials are currently in use;
2. Regional service agencies (i.e. Board of Cooperative Services, Educational Instructional Services, Intermediate Units);
3. State or regional consultants;
4. State and local Social Studies Councils.

7. Pilot Evaluation Preparation. Before selecting the materials for the pilot project, your committee must develop a plan for pilot implementation and evaluation. It should include both formative and summative procedures of evaluation, and should provide for a comparative study with a control group not involved with the pilot materials. Suggested ingredients of this plan are outlined below:

1. Define what you're trying to find out.
2. Define the length of the pilot program.

3. Clarify the level of your students prior to the pilot.
4. Designate the evaluation instruments--consult publishers and/or developers for aid.
5. Provide for a series of intervisitations among participating teachers and between these teachers and non-participating members of the staff. Videotape lessons when it is convenient.
6. Insist upon careful planning for periodic feedback sessions throughout the duration of the pilot program. These meetings are invaluable for sharing problems and accomplishments.
7. Include community representatives in disseminating information concerning the project and for valuable input regarding community needs.
8. Provide for a variety of teaching styles in presenting the materials. Remember, all teachers, like students, are individuals.

Based on the considerations discussed above, the committee can present its recommendations for a pilot program and evaluation to the proper authorities in your school district.

8. The Pilot. Throughout the pilot project, regularly scheduled feedback sessions are needed to deal with individual and group problems and to lend cohesiveness to the program. Record decisions and important discussions at these sessions, and keep them with the project reports from the planning stages.

9. Pilot Evaluation. At the conclusion of the pilot program, the committee must meet to evaluate the materials' effectiveness

and make final decisions for materials adoption. Your decisions should be based on the plan developed prior to the implementation of the pilot project. If only one set of materials has been tested at each grade level or in each subject area, your decision is basically "go or no go!" However, if more than one program has been utilized at each level, the final decision must be based on the findings in the evaluation phase and at least three additional factors:

1. Which program best achieves the high priority goals developed in Step 4?
2. Which program best fits in with the total program of your school or district?
3. Can you afford to adopt your first choice?

Concluding Statements

Now that you have gone through an extensive process for social studies curriculum revision, several closing thoughts may be in order. The program described in the preceding pages represents one of many approaches to social studies curriculum revision. However, it is too easy to try to enrich a program with the haphazard purchase of attractive curriculum materials and their implementation wherever they seem to fit. The intentions are good, but one obvious result of this type of change is an uncoordinated, often repetitious, social studies program. We cannot overemphasize the need for developing an overall program assessment, philosophy and systematic approach to materials. By using the program described above you may be confident that you have made the best decisions possible for your school, district, and students.

Throughout the project, which might involve up to a year in duration, it is imperative that the coordinator develop and maintain an atmosphere conducive to the successful completion of your program. Teachers, administrators, school board members, and anyone else involved in, or affected by the project must be kept informed on the progress of the work. The support of these people is vital for the project's success. In addition, teachers participating in the program are obviously called upon to do a lot of work in addition to their normal teaching responsibilities. Every possible consideration should be given to possibilities for in-service credit, released time, or other forms of compensation for participation in this project.

One final word! Curriculum revision is never complete. Steps five through nine of the model presented earlier represent on-going activities designed to keep your program current. No process can maintain constant relevance without dedication and a sincere effort on the part of participants. Everyone involved must keep up with what is happening nationally in social studies. This attempt is difficult, at best, in light of the constant demands made on teachers as they work with their students each day.

However, resources do exist to aid you in maintaining an awareness of experiences and developments in social studies classrooms across the nation. One organization available to you is the Curriculum Information Network (CIN). Sponsored jointly by the National Council for the Social Studies and the Social Science Education Consortium, CIN is an effort to stimulate the exchange of information among teachers and others closely related to classroom

teachers. By periodically filling out brief questionnaires, members become aware of the many innovations being tried by their colleagues. This network is extremely valuable in learning about teachers' experiences with materials you might be considering in your pilot program. The results of these surveys are compiled and published from time to time in Social Education. For further information concerning this network, you can write: CIN, 855 Broadway, Boulder, Colorado 80302.

In the end, the prospects for successful innovation require the sincere effort and dedication of all those connected with the project--in other words, YOU!

Curriculum Assessment

The NCSS Curriculum Guidelines were devised primarily as a tool to evaluate existing programs, but they can also be used to give direction to the development of new programs and in finding answers to key questions. The following checklist is made up of questions taken from the Guidelines (Item III-B). The letters following each question suggest sources from which that question would best provide information. The letter "R" suggests research in materials such as curriculum reports and student handbooks, student newspapers, memos, and formal evaluation data on student competences. The letter "T" suggests teachers; "S" students; "C" parents and community; and "O" classroom and out-of-classroom observation.

Complete use of this instrument should produce a program profile from which certain factors in need of change may become apparent.

Item III-B

EVALUATION CHECKLIST

RATING			SPECIFIC GUIDELINES
Strongly	Moderately	Hardly At All	
			1.1 Are students involved in the formulation of goals, the selection of activities, and the assessment of curriculum outcomes? S T
			1.2 Do the school and its teachers make steady effort, through regularized channels and practices, to identify areas of concern to students? S T
			1.3 Do students have choices within programs? S T
			1.4 Do all students have ample opportunity for social studies education at all grade levels? R T
			2.1 Does the program focus on the social world as it actually is? R T C
			2.2 Does the program emphasize pervasive and enduring social issues? R T
			2.3 Does the program include analysis and attempts to formulate potential resolutions of present and controversial problems such as racism and war? R T
			2.4 Does the program provide intensive and recurrent study of cultural, racial, religious, and ethnic groups? R T C
			2.5 Does the program offer opportunities to meet and work with members of racial and ethnic groups other than their own? R T C
			2.6 Does the program build upon the realities of the immediate school community? R T C
			2.7 Is participation both in school and out considered a part of the program? R S C
			3.1 Does the program emphasize valid concepts, principles, and theories in the social sciences? R T
			3.2 Does the program develop proficiency in methods of inquiry in the social sciences and in techniques for processing social data? R T O
			3.3 Does the program develop students' ability to distinguish among empirical, logical, definitional, and normative propositions and problems? R T O
			3.4 Does the program draw upon all of the social sciences and the history of the United States and the Western and non-Western worlds? R T
			3.5 Does the program draw from what is appropriate in other related fields such as psychology, law, communications, and the humanities? R T
			3.6 Does the program represent some balance between the immediate social environment of students and the larger social world? R T
			3.7 Does the program include the study of man's achievements and those policies contrary to present national goals? R T
			3.8 Does the program include a careful selection of that knowledge of most worth? R T
			4.1 Are objectives carefully selected and formulated? R T
			4.2 Are knowledge, abilities, valuing, and social participation all represented in the objectives of the program? R T
			4.3 Are general statements of goals translated into specific objectives conceived in terms of behavior and content? R T

RATING			SPECIFIC GUIDELINES
Strongly	Moderately	Hardly At All	
			4.4 Are classroom instruction and materials based upon clearly stated objectives? R T O
			4.5 Does classroom instruction enable students to see their goals clearly in brief instructional sequences and lengthy units of study? T S
			4.6 Are objectives reconsidered and revised periodically? R T
			5.1 Do students have a wide and rich range of learning activities appropriate to the objectives of their program? R T
			5.2 Do activities include formulating hypotheses and testing them by gathering and analyzing data? R T O
			5.3 Do activities include the processes of making decisions about socio-civic affairs? R T O
			5.4 Do activities involve students in their communities? S T C
			5.5 Are learning activities sufficiently varied and flexible? T S
			5.6 Do students perceive their teachers as fellow inquirers? S
			5.7 Are activities carried on in a climate which supports students' self-respect and opens opportunities to all? S T O
			6.1 Does the program have a wealth of appropriate instructional resources? R T O
			6.2 Do printed materials accommodate a wide range of reading abilities and interests, learning activities, and sources? R O
			6.3 Is a variety of media available for learning through many senses? R O
			6.4 Do classrooms draw upon the contributions of many kinds of resource persons and organizations representing many points of view? T O C
			6.5 Do activities use the school and community as a learning laboratory? T O C
			6.6 Does the program have available many kinds of work space? R O
			7.1 Does the program help students organize their experiences? R O
			7.2 Are learning experiences organized in such fashion that students learn how to continue to learn? R O
			7.3 Does the program enable students to relate their experiences in social studies to other areas of experience? T S O
			7.4 Does the formal pattern of the program offer choice and flexibility? R S
			8.1 Is evaluation based primarily on the school's own statements of objectives? R
			8.2 Does assessment include progress in knowledge, abilities, valuing, and participation? R
			8.3 Does evaluation data come from many sources, inside and outside the classroom? R
			8.4 Are evaluation procedures regular, comprehensive, and continuous? R
			8.5 Are evaluation data used for planning curricular improvement? R T

RATING			SPECIFIC GUIDELINES
Strongly	Moderately	Hardly At All	
			8.6 Do evaluation data offer students help in the course of learning? T S
			8.7 Are both students and teachers involved in the process of evaluation? S T
			8.8 Is regular re-examination of basic curricular goals an integral part of the evaluation? R T
			9.1 Does the school provide appropriate materials, time, and facilities for social studies education? R T C
			9.2 Do teachers try out and adapt for their own students promising innovations? R T
			9.3 Are the basic purposes of social studies education as clearly related to the needs of the immediate community as to those of society at large? R C
			9.4 Do teachers participate regularly in active social studies curriculum committees with both decision-making and advisory responsibilities? T
			9.5 Do teachers participate regularly in activities which foster their competence in social studies education? R T
			9.6 Do teachers have social studies consultants available for help? R T
			9.7 Can teachers and schools rely upon a district-wide policy statement on academic freedom and professional responsibility? R T C

B. Material Selection

Review and selection of curriculum material is an important function of any department chairperson. But again, all department members should be involved. This section provides guidelines and suggestions for utilizing staff resources to maximize the effectiveness of the material selection process.

Begin the process by having teachers identify goals and objectives for each course taught in the department. This will facilitate decision-making and can serve as a preliminary screening for curriculum material at a later date.

After this initial work, department members can begin their review of materials. If you teach in a state, county, or district which "adopts" instructional materials, make the adopted list available to department members. Provide procedures for purchasing material not on this list.

There are various criteria for selecting curriculum material. Below are two instruments which identify several criteria to guide department members in reviewing and evaluating material. The first is applicable to textbooks (including project materials), the second to supplementary classroom material (filmstrips, tapes, simulation/games, etc.). These offer consistent evaluations and provide a basis for making the "best" choice on material. Staff members directly involved in teaching a particular course should review the instructional material for it. It is useful to have more than one evaluator for each set of materials. A system of cooperative evaluation by individuals from two disciplines will sometimes be necessary.

After departmental review, hold a discussion of materials for purchase. Schedule a special meeting for this purpose. Have department members present their recommendations of materials, discussing strengths and weaknesses. Make recommendations available to department members prior to the meeting. The purpose of these discussions is to evaluate sets of instructional material and their applicability to your social studies program. Department members should avoid making a "sales pitch" for a particular set of instructional material.

Few departments have funds to purchase all the desirable instructional material. Be aware of budget limitations. Discuss specifics of the budget openly with all department members. Using a chalkboard or transparency for illustrative purposes is helpful.

Upon completing the discussion, review, and evaluation stages, you must choose materials for departmental purchase. If one textbook or set of materials is preferred over another, make every effort to rationalize your choice to department members. Communication should alleviate most problems which might result in the final selection of instructional material.

The following instruments are included to assist in identifying several criteria relevant to the review and final selection of textbooks and supplemental materials.

1. Textbook Evaluation Form (sample from the New England area) Item III-C.
2. Social Studies Textbook Evaluation Form (Indiana) Item III-D.
3. Supplementary Materials Evaluation Form (Indiana) Item III-E.
4. The Fry Formula (to test materials for reading difficulty) Item III-F.

5. Student/Teacher Materials Evaluation Questionnaire (sample evaluative questions for use with students and teachers.) Item III-G.

6. The Citizens' Advisory Textbook Committee (a model for setting up a citizens panel to review your materials selection) Item III-H.

Item III-C

TEXTBOOK EVALUATION FORM

Title _____

Author or Editor _____

Publisher _____

Copyright Date _____ Latest Revision Date _____ List Price _____

This book is recommended for use in grade ____ Subject area _____

with students of high, low, average reading achievement.

Listed below are important items to consider in evaluating a book for student use. In columns opposite each item is recorded the composite judgment of the persons whose responsibility it has been to study and evaluate this book. An explanation of the terms used is given on the attached page.

CONTENT AND METHOD	EXCELLENT	GOOD	FAIR	POOR
1. Contribution to intelligent thinking				
2. Appeal to students				
3. Relation to course of study				
4. Organization:				
Arrangement type				
Development of ideas				
Paragraph and sentence structure				
Chapter and marginal headings				
Summaries				
Provisions for reviews				
Drills and tests				
Aids				
Table of contents				
Suggestions for teachers and students				
Index				
Bibliography				
Appendix				
5. Style of writing				
6. Vocabulary				

PHYSICAL FEATURES				
1. General attractiveness				
2. Size of book				
3. Paper				
4. Typeface				
5. Binding				
Durability				
Color and design				

EXCELLENT GOOD FAIR POOR

6. Page arrangement
7. Illustrations and maps

Recommended by _____ Committee Date _____ Dept. Chairman _____

Department Chairman Approval _____ Date _____

Principal Approval _____ Date _____

Superintendent Approval _____ Date _____

EXPLANATION OF TERMS FOR TEXTBOOK EVALUATION

CONTENT AND METHOD

1. Contribution to intelligent thinking. Ideas significant for society. Date accurate, adequate, and stimulating.
2. Appeal to students. Content good for the age group, interests, and experience of students.
3. Relation to course of study. Helpful and complete in realizing the objectives as stated in the course of study.
4. Organization:
   Arrangement. Content will be organized. Some definite arrangement consistently followed: i.e., chronological sequence, topics, problems, units, story.
   Development of ideas. Procedure and content consistent with and adequate for organization followed.
   Paragraph and sentence structure. Paragraphs well organized. Topic sentences well stated. Sentences direct, clear, and easy to understand. Transitions adequate.
   Chapter and marginal headings. Headings and content consistent, each contributing to the understanding of the other.
   Summaries. Summaries well organized and clearly stated.
   Provision for reviews. Need for review of material indicated. Reviews varied and challenging.
   Drills and tests. Worthwhile purposes and interesting procedures suggested. Ample check and test exercises given.
   Aids. Helpful maps, charts, diagrams, pictures, and vocabulary aids well organized for reference.
   Table of contents. Organization clear.
   Suggestions to pupils and teachers. Suggestions for the use of the book in accord with an acceptable educational philosophy. Stimulating to good thinking and desirable outcomes.
   Index. Important items carefully and adequately indexed.
   Bibliography. Additional related material listed with sources.
   Appendix. Pertinent information given. Well organized.
5. Style. Diction simple, direct, clear, pleasing, and of a high standard. Detail vivid.
6. Vocabulary. Choice and variety of words satisfactory. New vocabulary not too difficult, but challenging and helpful.

PHYSICAL FEATURES

1. General attractiveness. Book pleasing.
2. Size of book. Size appropriate for age level of students and intended use.
3. Paper. Good stock, opaque and smooth, without glossy finish.
4. Typeface. Type size and face approved for age level of student and also approved leading between lines.
5. Binding, Binding firm and durable. Cover serviceable and pleasing in color and design.
6. Page arrangement. Good page layout. Pleasing balance in print and illustrations.
7. Illustrations. Artistic in arrangement and color. Convey accurate ideas

Item III-D

Social Studies Textbook Evaluation Form

Subject _____

Title of Book _____

Copyright Date _____ Author(s)_____

Publisher _____

Available in (please check) Hardbound ____ Paperback ____ Both _____

Evaluator _____

Directions

Read each question slowly and thoroughly.

To answer a question make an "X" on the left-hand scale over the number indicating your evaluation of the material.

There is another scale to the right of the question. This scale allows you to grade the questions' value. Place an "X" by the side of the word which indicates your evaluation of the question.

Finally, after you have marked both scales, you may further explain your answer by placing an "X" alongside the words, "See Narrative." At the end of the form there is space for written, subjective answers to amplify your response to the question.

SAMPLE:

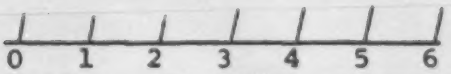
/	/	/	/	/	/	/
0	1	2	3	4	5	6
No or little extent			To some extent		Great extent	

To what extent does the title indicate the content of the book?

Question is:
__0.Unimportant
__1.Relatively unimportant
__2.Moderately important
__3.Important
__4.Extremely important

*Much of the information for this instrument was drawn from the 1973 Indiana Social Studies Textbook Adoption Evaluation Form.

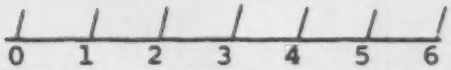
OBJECTIVES:



/___/ See Narrative

1. To what extent are objectives stated?

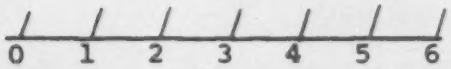
Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important



/___/ See Narrative

2. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important

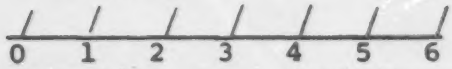


/___/ See Narrative

3. To what extent do the instructional objectives of the text compliment the goals and objectives of your course?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important

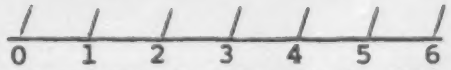
CONTENT:



/___/ See Narrative

4. Is the text narrative based or activity based?

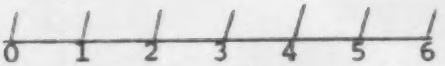
Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important



/___/ See Narrative

5. How is subject matter developed?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important

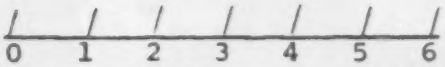


No or little extent — To some extent — Great extent

/___/ See Narrative

6. To what extent do the materials focus on the major concepts and/or ideas of the social studies category being evaluated?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important

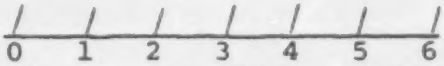


No or little extent — To some extent — Great extent

/___/ See Narrative

7. To what extent is the subject matter geared to the interests, abilities, and needs of the students using the material?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important

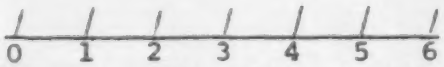


No or little extent — To some extent — Great extent

/___/ See Narrative

8. To what extent does the content of the textbook (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important

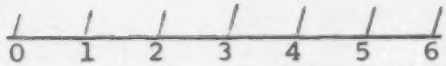


No or little extent — To some extent — Great extent

/___/ See Narrative

9. To what extent does the material depict both male and female members of various groups in society in situations which exhibit them unbiasedly in a wide variety of roles?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important

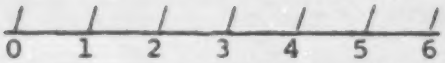


No or little extent — To some extent — Great extent

/___/ See Narrative

10. To what extent is the role of various religious and socioeconomic groups, past and present, accurately and fairly presented?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important

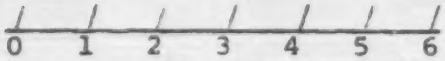


No or little extent — To some extent — Great extent

/___/ See Narrative

11. To what extent would the book tend to encourage a positive self-image for children of all ethnic and socio-economic groups?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important

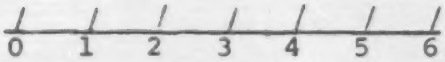


No or little extent — To some extent — Great extent

/___/ See Narrative

12. To what extent does the program develop accurate concepts and generalizations?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important

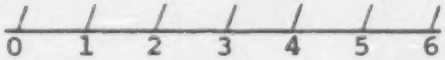


No or little extent — To some extent — Great extent

/___/ See Narrative

13. To what extent are historical and social events based on the latest historical social data?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important



No or little extent — To some extent — Great extent

/___/ See Narrative

14. To what extent does the book tend to raise open questions and present issues?

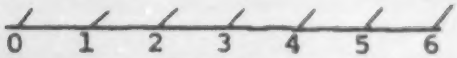
Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important

No or little extent — To some extent — Great extent

/___/ See Narrative

15. To what extent does the material analyze inter-group tension and conflict frankly, objectively, and with emphasis upon resolving our social problems?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important

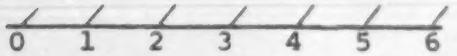


0 1 2 3 4 5 6
No or little extent — To some extent — Great extent

/___/ See Narrative

16. To what extent is the legitimacy of a variety of life-styles acknowledged?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important

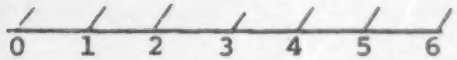


0 1 2 3 4 5 6
No or little extent — To some extent — Great extent

/___/ See Narrative

17. To what extent does the material necessitate the use of supplementary instructional media (films, simulation/games, filmstrips, tapes, etc.)?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important



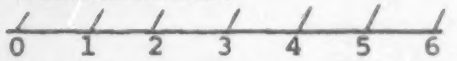
0 1 2 3 4 5 6
No or little extent — To some extent — Great extent

/___/ See Narrative

18. To what extent does the language of the material accommodate the range of abilities and backgrounds of the students most likely to be using it?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important

ORGANIZATION:

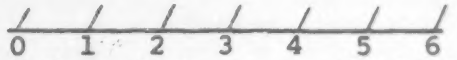


0 1 2 3 4 5 6
Single volume — Multi-volume

/___/ See Narrative

19. Is the material published in a single volume or as a multi-volumed set?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important



0 1 2 3 4 5 6
Independent — Series

/___/ See Narrative

20. Are lessons developed independently or in a series?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important

0 1 2 3 4 5 6
No or little extent — To some extent — Great extent

See Narrative

21. To what extent can the teacher depart from the sequence of material prescribed by the author(s) without impairing its effectiveness?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important

0 1 2 3 4 5 6
No or little extent — To some extent — Great extent

See Narrative

22. To what extent are there opportunities for alternative teaching strategies?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important

SKILL DEVELOPMENT:

0 1 2 3 4 5 6
No or little extent — To some extent — Great extent

See Narrative

23. To what extent are skills and skill development stressed?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important

0 1 2 3 4 5 6
No or little extent — To some extent — Great extent

See Narrative

24. To what extent do the materials accommodate the range of reading abilities of the sutdents most likely to be using it?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important

0 1 2 3 4 5 6
No or little extent — To some extent — Great extent

See Narrative

25. To what extent are students required to employ rational thought in discovering and testing value positions?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important

CONCLUSIONS:

/ / / / / / /
0 1 2 3 4 5 6
No or little extent — To some extent — Great extent

26. To what extent would this material be learnable?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important

/___/ See Narrative

/ / / / / / /
0 1 2 3 4 5 6
No or little extent — To some extent — Great extent

27. To what extent would this material be teachable?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important

/___/ See Narrative

/ / / / / / /
0 1 2 3 4 5 6
No or little extent — To some extent — Great extent

28. To what extent would you recommend this material be used?

Question is:
__0. Unimportant
__1. Relatively Unimportant
__2. Moderately Important
__3. Important
__4. Extremely Important

/___/ See Narrative

1st/ 2nd/ 3rd/ 4th/ 5th/
Choice — Choice

29. How would you rank this textbook among those reviewed?

/ / /
Yes No

30. Is this material designed for students with reading disabilities?

/ / /
Better Worse

31. Is this material better, worse, or about the same as the existing material?

NARRATIVE SECTION :

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Item III-E

Supplementary Material Evaluation Form

Subject Most Applicable to: _____

Title of Material _____

Copyright Date _____ Author (Developer) _____

Publisher _____

Type of Material (check one) Film ____ Filmstrip ____ Tape _____

Filmstrip/Tape _____ Single Concept Film _____ Slide/Tape _____

Video/Cassette _____ Transparency _____ Simulation/Game _____

Multi-Media Kit ____ Independent Teaching/Learning Unit _____

Other _____

Evaluator _____

Cost _____

Directions

Read each question slowly and thoroughly.

To answer a question, mark an "X" over the number indicating your evaluation of the material.

You may further explain your answer by placing an "X" alongside the words, "See Narrative." At the end of the instrument is a space for written subjective answers to amplify your response to the question.

SAMPLE:

To what extent does the title indicate the content of the material?

0	1	2	3	4	5	6
No or little extent			To some extent			Great extent

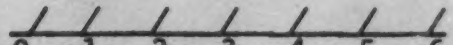
/_/ See Narrative

1. To what extent is this material geared to the interests and abilities of the student who will use it?

No or little extent — To some extent — Great extent

See Narrative

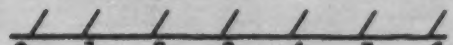
2. To what extent is the language used understandable to students using the material?



No or little extent — To some extent — Great extent

See Narrative

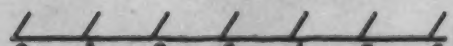
3. To what extent are the instructional objectives of this material complimentary to your course goals and objectives?



No or little extent — To some extent — Great extent

See Narrative

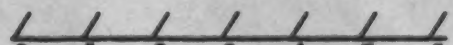
4. To what extent does this material aid in the development of skills?



No or little extent — To some extent — Great extent

See Narrative

5. To what extent does this material require students to use higher processes?



No or little extent — To some extent — Great extent

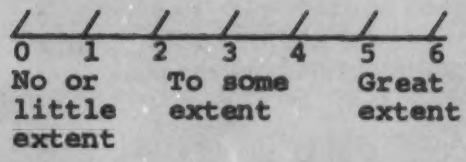
See Narrative

6. To what extent does this material require students to examine their personal values on a particular issue or situation?

No or little extent — To some extent — Great extent

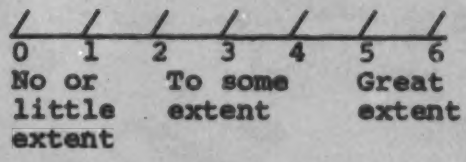
See Narrative

7. To what extent is this material conducive to small group instruction?



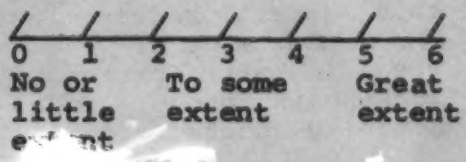
See Narrative

8. To what extent is this material applicable to an individualized program of instruction?



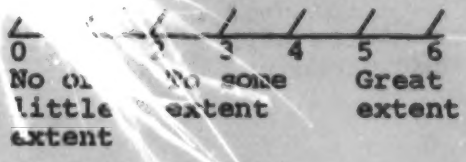
See Narrative

9. To what extent can the teacher depart from the instructional sequence of the material without impairing its effectiveness?



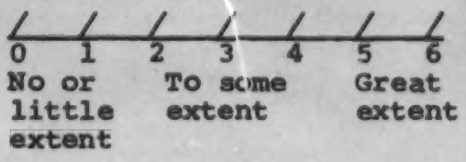
See Narrative

10. To what extent does this material assist in the development of accurate concepts and generalizations?



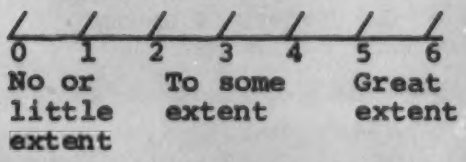
See Narrative

11. To what extent does this material tend to raise open questions?



See Narrative

12. To what extent can this material be used to initiate inquiry?



See Narrative

13. To what extent can this material be used in the application of concepts and generalizations?

/ / / / / / /
0 1 2 3 4 5 6
No or little extent — To some extent — Great extent

/___/ See Narrative

14. To what extent is this material applicable to more than one discipline?

/ / / / / / /
0 1 2 3 4 5 6
No or little extent — To some extent — Great extent

/___/ See Narrative

15. To what extent does this material require the replacement of specific parts (pieces, worksheets, group activity sheets, etc.)?

/ / / / / / /
0 1 2 3 4 5 6
No or little extent — To some extent — Great extent

/___/ See Narrative

16. To what extent is this material designed for students with reading deficiencies?

/ / / / / / /
0 1 2 3 4 5 6
No or little extent — To some extent — Great extent

/___/ See Narrative

17. To what extent would you recommend that this material be used?

/ / / / / / /
0 1 2 3 4 5 6
No or little extent — To some extent — Great extent

/___/ See Narrative

18. How would you rank this set of material among others reviewed?

/1st /2nd /3rd /4th /5th /
1st Choice — 5th Choice

/___/ See Narrative

NARRATIVE SECTION:

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Item III-F

CAN THEY READ IT?

HOW TO USE THE FRY GRAPH

The following formula, developed by Edward Fry for determining the "readability" of specific instructional materials, is extremely useful to teachers, student teachers, and others who are frequently responsible for selection of appropriate materials for students.

The "Fry" formula will provide only an approximate reading level, but is usually quite similar to the more complex Dale-Chall formula, used by curriculum developers and textbook publishers. According to some specialists, the Fry formula is much more accurate with non-fiction, factual material than with fiction, where the author's style is so significant. However, with the materials that you will be selecting for your students, it should prove to be a useful "tool" to add to your repertoire.

Directions for Using the Fry Readability Graph

1. Select three one-hundred-word passages from near the beginning, middle and end of the book. Skip all proper nouns.

2. Count the total number of sentences in each hundred-word passage (estimating to nearest tenth of a sentence). Average these three numbers.

3. Count the total number of syllables in each hundred-word sample and average these numbers. There is a syllable for each vowel sound; for example: oat (1), blackbird (2), continental (4). Don't be fooled by word size; for example: polio (3), through (1). Endings such as: -y, -ed, or -le, usually make a syllable, for example: ready (2), bottle (2).

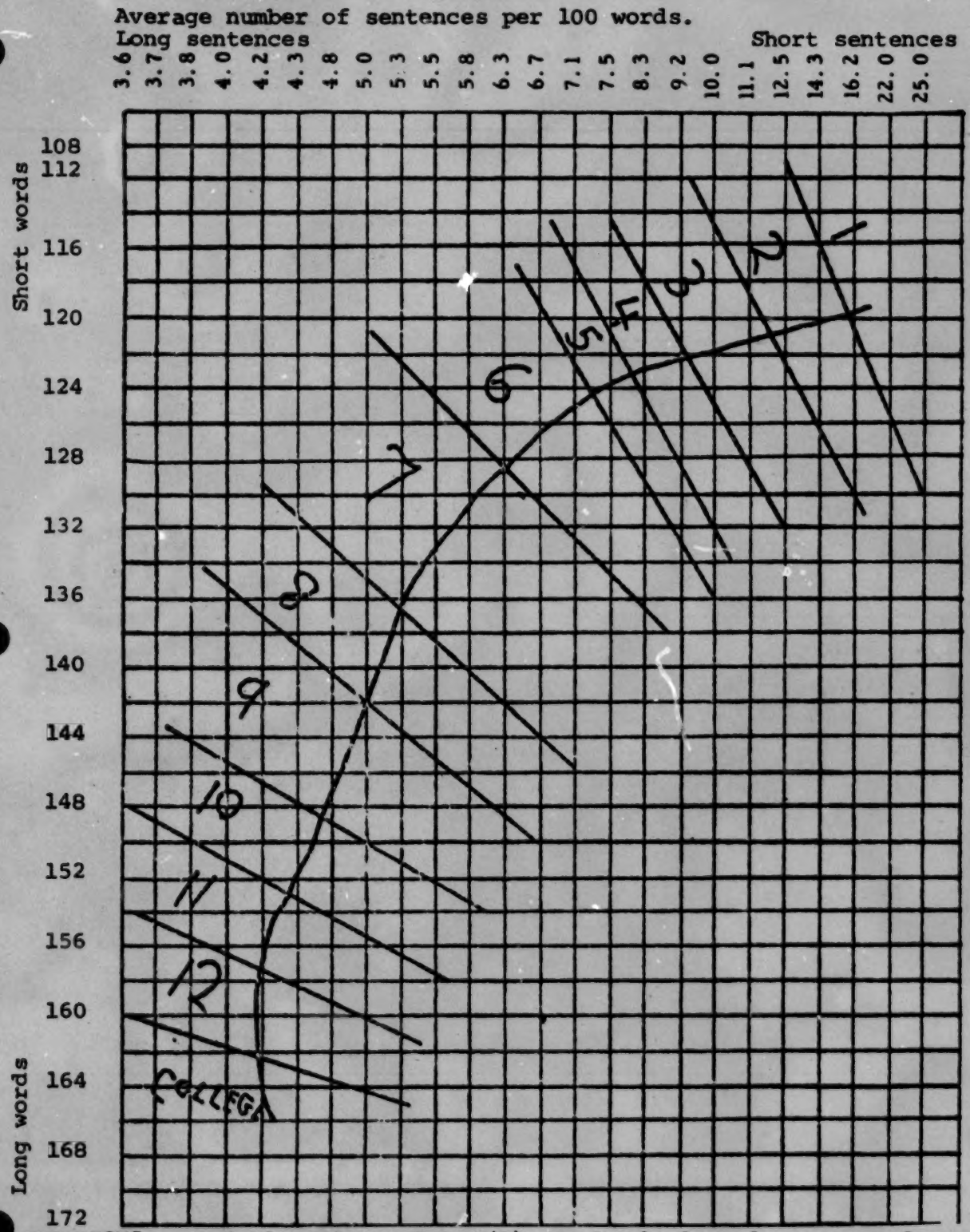
4. Plot on the graph the average number of sentences per hundred words and the average number of syllables per hundred words. Most plot points fall near the heavy curved line. Perpendicular lines mark off approximate grade levels.

Example	Sentences per 100 words	Syllables per 100 words
100-word sample p. 5	9.1	122
100-word sample p. 89	8.5	140
100-word sample p. 150	7.0	129
Divide total by 3	3)24.6 8.2	3)391 130

Plotting these averages on the graph we find they fall in the fifth-grade area, hence the book is about fifth-grade difficulty level.

5. If great variability is encountered either in sentence length or in the syllable count for the three selections, then randomly select several more passages and average them in before plotting.

GRAPH FOR ESTIMATING READABILITY



DIRECTIONS: Randomly select three (3) one hundred word passages from a book or an article. Plot average number of syllables and average number of words per sentence on graph to determine area of readability level. Choose more passages per book if great variability is observed.

Item III-G

Student/Teacher Materials Evaluation Questionnaire

Excerpts from

Student and Teacher Questionnaires Used in Field Test of Social Studies Materials for the Marin Social Studies Project, Marin County, California

Questions for students K-3.

Draw a circle around your answer

1. Were the materials difficult to read?

YES NO NOT SURE

2. Did you like to talk about the materials?

3. All in all, how do you feel about the materials

Questions for students 4-6.

YES! yes not sure no NO

1. Have these materials changed your ideas? ___ ___ ___ ___ ___

2. Did you ever talk with your parents about the ideas in the materials?

3. Would you like to use materials like these next year?

Questions for students 7-12.

1. In order to do well using these materials, students have to memorize a lot.

_____a. strongly agree Comment:
_____b. agree
_____c. undecided
_____d. disagree
_____e. strongly disagree

2. For many of the students in my class, these materials were

_____a. much too hard Comment:
_____b. too hard
_____c. about right
_____d. too easy
_____e. much too easy

Questions for teachers K-12.

1. What was the effect of the Project materials on student attitudes toward social studies?

_____a. major improvement
_____b. moderate improvement
_____c. minor improvement
_____d. no change
_____e. student attitude worsened

Comment:

2. Were the materials difficult to use? Explain.

_____

_____

3. At what grades could these materials be successfully used? (Please specify a range, e.g., 4-6).

_____

_____

4. What advice would you give another teacher who intended to use these materials?

_____

_____

_____

5. Would you be available to consult with teachers who were trying to decide whether to use the materials?

_____

_____

_____

Item III-H

THE CITIZENS' ADVISORY TEXTBOOK COMMITTEE

The purpose of the committee is to study the textbooks recommended by the local selecting committee for use in the schools and to make recommendations to the coordinator of instruction relating to the textbooks to the end that there shall be in use in the school district the highest quality textbooks available.

The school board concept of highest quality textbooks is:

1. Textbooks that in the opinion of the local selecting committee present the subject matter in the most effective manner consistent with our philosophy of education.

2. Textbooks that, whenever possible, promote pride, confidence, and trust in the democratic principles upon which our country is founded.

3. Textbooks that refrain from partisan presentation of controversial issues.

4. Textbooks that are neither racist nor sexist in nature.

5. Textbooks that, whenever possible, are interesting, well illustrated, current, and appropriate.

This committee is advisory in nature and is appointed to study textbooks and make recommendations with particular emphasis on subject headings 2-5 of the school board concepts of highest quality textbooks.

The committee will be composed of three to six members appointed by the board to serve for a period of one adoption. The committee will meet on the call of the coordinator of instruction and remain active until recommendations are submitted to the superintendent of schools. Committee recommendations are to be made to the coordinator of instruction in writing. Special joint meetings with the local selecting committee may be called by the coordinator of instruction.

C. The Change Process

Once the nature of a potential curriculum change has been determined and/or possible curriculum materials have been selected, one may still face a difficult task. It is one thing to decide to change. It is quite another to actually change the system and to gain acceptance for new products, practices and programs.

Two relatively inexpensive books which provide useful suggestions in this area are: Jawaideh and Marker, Bringing About Change in Social Studies Education, and Becker and Hahn, Wingspread Workbook for Educational Change Agents. Both are available from the Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302. Jawaideh and Marker is SSEC Publication No. 160 and Becker, Hahn is SSEC Publication No. 180.

Following is the Force Field Analysis (Item III-J), an activity which also may be useful in helping to deal with the problems of educational change. It can also be used effectively following a needs assessment device such as Images of Potentiality found in the In-Service section.

Item III-J

FORCE-FIELD ANALYSIS: A DEVICE FOR MASTERING CURRICULA CHANGE PROBLEMS

Improving social studies curriculum instruction is filled with potential problems and frustrations. Resistance and lack of cooperation from teachers and administrators, opposition from certain segments within the community, scheduling problems, and how to obtain sufficient input from all relevant parties are merely examples.

A "force-field" analysis is a simple but extremely effective method of facing problems arising from change. Basically, it 1) identifies positive and negative change forces; 2) evaluates the relative strength or importance of each force; and 3) identifies possible means to decrease the negative change forces.

The procedure of a force-field analysis is simple:

1. Brainstorming groups of four or five are formed to accurately identify a specific problem or dilemma.

2. The groups then list positive and negative change forces.

3. The relative strength of these forces are measured and then diagrammed.

4. Strategies are developed by each group to reduce the strength of the negative change forces, resulting in stronger force by the positive factors.

The force-field analysis can be applied to most social studies problems, not just curricula change problems.

FORCE-FIELD ANALYSIS

The curricula problem is: _____

_____

_____

To solve this problem as a group we must:

A. Identify forces which (1) promote change--positive forces--of the existing situation and (2) hinder change--negative forces--toward a more satisfactory situation.

B. Evaluate the relative strength or importance of each force.

C. Identify strategies for decreasing the negative forces.

Procedure:

A. Form brainstorming groups of four or five, each with a recorder.

B. Brainstorming

1. Generate an extensive list among group participants of as many positive and negative forces as possible.

2. Follow the main ground rules of brainstorming

   a. No criticism or evaluation of ideas during the brainstorming session.

   b. All ideas should be encouraged as even impractical ones may trigger more practical ideas.

3. Identify positive and negative forces: each group should fill out Forms I and II on the following page.

FORM I--POSITIVE FORCES

If we consider the existing equilibrium a balance of opposing forces, what forces do you see promoting change?

____a_____

____b_____

____c_____

____d_____

____e_____

____f_____

____g_____

____h_____

FORM II--NEGATIVE FORCES

What forces are hindering or preventing change?

____a_____

____b_____

____c_____

____d_____

____e_____

____f_____

____g_____

____h_____

C. Evaluation Session:

1. in the black spaces to the left of the letters on Forms I and II weigh or measure the relative strength, effect or importance of each positive and negative force using the below key.

KEY: 1 = no effect or importance
2 = little effect
3 = moderate effect
4 = important effect
5 = major effect

2. diagramming the forces (diagram on the next page)

a. diagram the positive and negative forces quantified (by use of the above key) by drawing an arrow from the corresponding degree of force to the equilibrium line.

b. example: if on Form I you gave "a" a weight of 3 (moderate effect), draw an arrow that begins on line 3 up from "a".

3. interpretation of the diagram

a. to raise the equilibrium toward positive change strategies must be adopted that reduce the negative forces.

b. by reducing negative forces, the positive forces will be able to push upward of its own accord. Therefore, the underlying principle is not to try to "overpower" the negative forces, but to reduce them.

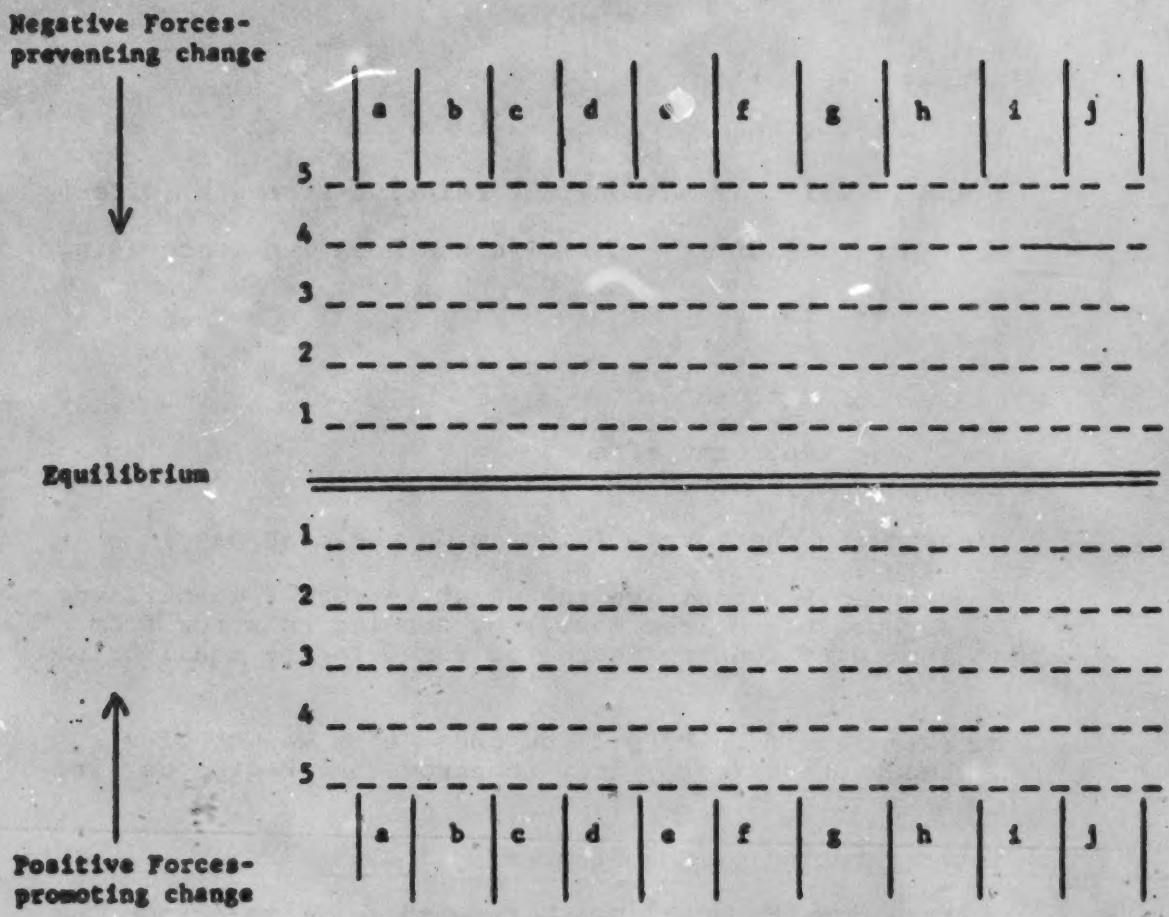
D. Strategies for Changing the Equilibrium:

1. working in groups of four or five suggest strategies for reducing the negative forces.

2. a helpful procedure

a. list on the left side of a sheet of paper some of the stronger negative forces.

b. on the right-hand side of the same sheet list ways to counter these negative forces.


Negative Forces-
preventing change
a
b
c
d
e
f
g
h
i
j
5
4
3
2
1
Equilibrium
1
2
3
4
5
a
b
c
d
e
f
g
h
i
j
Positive Forces-
promoting change

D. Workshops/In-Service Training Institutes

Since the mid-1960's, efforts to improve social studies education in the schools have resulted in hundreds of innovative curriculum programs and new instructional techniques. Entire new areas of concern, such as values education, have become part of the lexicon of social studies educators. An increased concern with the overarching goals and specific program objectives has added the interest in "competency-based instruction" and "measurable performance" to the ever-growing list of issues confronting all social studies educators.

Yet, with all this ferment and opportunity for improvement, many social studies departments and classrooms are literally unchanged since the comfortable period of the 1950's.

How can this be changed? How can we, as concerned social studies educators, infuse our teaching with the vitality and excitement that nearly always result when teachers and supervisors cooperate in a program of self-examination and improvement? It is obvious that we cannot accomplish the task as individuals--there is simply not enough power. We cannot expect or even ask administrators to do the job--self-directed programs are always more successful. We cannot wait for teacher training institutions to change us--the schools' subculture will subvert most innovators or drive them away. The answer is that we, as social studies departments, must provide the leadership and energy for the examination of the alternatives presently available in social studies education, the synthesis of the best of the new and the old, and the implementation of newly developed programs.

This is the rationale for a program of continual in-service education for social studies teachers. By using the resources and

personnel available to us and by identifying and gaining access to new sources, we can create climates of "creative openness" to the new materials and new instructional strategies. This will, in turn, make social studies more effective and exciting for both students and teachers.

This section of the Handbook for Departmental Leadership is designed to assist you in planning and implementing in-service programs. It is not intended to be an exhaustive presentation of ideas concerning in-service training. Instead, it will provide brief descriptions, models, sample programs, "hints," and instruments for workshops and institutes. Much of the material here will be useful for that "periodic workshop" all departments participate in--the department meeting. From that foundation you will be able to build a workshop designed for the group's specific needs.

Categories of In-Service Programs

So! You're going to put on a workshop. How did you get this job? If you're typical, it probably happened like this:

1. Your principal or superintendent called you in and said, "Next month is a state-mandated teacher's institute day. Submit the social studies plan to me by next week."

or

2. As a department chairperson you want to encourage improved social studies instruction.

So!

You're going to put on a workshop!

There are at least six distinct types of social studies workshop programs--each with its own specific goals and mode of operation. As an in-service leader, you will probably be able to select from this list the one type most appropriate to your needs. You could also combine two or three purposes in a single workshop. The six types are:

1. Curriculum Development and Improvement: This is frequently the most common type of workshop. Every few years or so, it seems that one or more departments in every school (or the whole school) are charged with a "curriculum revision" or "development" project. It usually involves all or most departmental members for a relatively extended time period, such as three to six weeks in the summer, or one meeting a week for a year. The goal is obvious: to review the present curriculum, and modify it or develop a completely new program. Sometimes, this type of workshop can focus on a single subject such as American History.

2. Awareness and/or Dissemination of Social Studies Materials and Strategies. These are generally brief (½ day - 3 days) workshops in which new materials and strategies are explained and demonstrated. In three days, little actual training can occur--about the only thing that can be achieved is a sort of titillation that can (and should) be followed up by actual implementation training.

3. Evaluation of Curriculum Impact. This type of workshop focuses on the effect(s) that the presently operating program is having on students and/or teachers. It might involve some form of research, longitudinal studies, and evaluation forms. It is one of the more difficult types of workshops to plan.

4. Evaluation of Student Progress. Similar to the evaluation of curriculum impact, this workshop attempts to measure student progress. It usually assumes that a definite set of student goals already exists and that they are measurable through some means or another. Both this and the curriculum impact workshop would be the ideal workshops to have prior to a curriculum development or revision program. Unfortunately, this is seldom done.

5. Implementation of Specific Materials or Strategies. A natural follow-up to the awareness workshops mentioned earlier, this workshop would train teachers to employ a specific set of curriculum materials or instructional techniques. It assumes either that a specialist in the materials or techniques is available to conduct many of the sessions or that some sort of "guide" is available to the local leader.

6. Local Sharing Programs. An infrequently used workshop program is one where area teachers describe or demonstrate exemplary practices in their own classrooms. This sharing can be very effective if employed in a serious manner using outstanding examples of local innovations. A spin-off of this program would be for teachers to meet with businessmen, laborers, community leaders, and other citizens to identify and share local needs and resources.

Certainly, other types of workshops can be identified. As mentioned earlier, two or more of these types could be synthesized into a single program. The real trick is to accurately ascertain the needs of your group and match them with your available resources.

A Consultative Problem, or It's Tough to be An Expert in Your Own School

An old saying goes "No man is a hero to his own valet." In a sense, this sometimes applies to the task of departmental leadership. The frequently informal, always busy atmosphere of most American schools can result in a familiarity among departmental members. This is like a two-edged sword. A close, harmonious working relationship can make many leadership tasks more smooth. On the other hand, departmental members may have difficulty looking upon the chairperson as an "expert" or specialist in social studies innovation.

If you feel that your relationship with the department members is such that this problem might become an obstacle to full effectiveness, here are a few suggestions:

1. Work with a department chairperson from a nearby school. You be the "consultant" for his or her workshop or department meetings, and he or she could be the consultant for yours.

2. Enlist the aid of the Curriculum Coordinator, Principal, or even Superintendent. Frequently, once the initial needs assessment device ("Where Will You Be In _____?") is completed, the need for an "outside change agent" diminishes.
3. A social scientist or education methods person from a local college or university could be utilized.
4. This one's a bit different. Ask a bright and respected department member to lead the initiatory activities. As a matter of fact, it's a good idea to try to involve other members in the total process as much as you can. Use tact in selecting the individuals, and don't just turn them loose with the materials. Instead, make certain that they understand the task and how to use the technique or instrument.

Any of these techniques (or maybe combinations of two or more) would be effective methods to counteract the "It's tough to be an expert in your own school" syndrome.

C. Frederick Risinger - Indiana University, 1974. For experimental use only.

Assessing Local Needs and Resources

If you do a good job on this facet of putting on a workshop, you're half-way down the road to a successful one.

Each social studies department has some unique needs that can be met by a properly designed and implemented workshop.. Even if you are given an administrative mandate to plan a "curriculum revision" workshop, specific needs should be identified and shaped into goals and objectives.

Along with needs, each group of social studies educators has a set of resources that can be employed to help you plan, implement, and evaluate the workshop. One teacher may have had experience with a new set of inquiry materials. Another might have attended a recent values education conference. Still another might be on the program committee of a local organization and have access to a wide variety of speakers. At any rate, the more resources you can identify and use, the more effective (and usually easier) your job will be.

Needs Assessment

Three needs assessment instruments are included. They are briefly described below:

1. "Images of Potentiality" is both a needs assessment and a morale building device (Item III-K). It almost always demonstrates:
   a. group unity on ideal patterns of social studies instruction;
   b. knowledge that the group is achieving these goals at least part of the time; and
   c. agreement on the major constraints preventing full achievement of the goals.

2. "A Personal Self Assessment Inventory for Social Studies" represents only some questions from a larger self assessment product developed by an USOE TTT program at the University of Washington by Janet Alleman, Ambrose Clegg, and Gary Huxford. The total package is available from the NCSS national office (Item III-L).

3. "Assessing Alternatives for Organizing In-Service Resources" is both a needs assessment and resource identification device. Some of the terminology might need clarification prior to being used (Item III-M).

Item III-K

Images of Potentiality: A Needs Assessment Instrument

This instrument, which can be used by either an internal or external social studies innovator, is an effective needs assessment device and a group morale builder. It is non-threatening to department chairpersons or teachers and does not create barriers between innovative and traditional teachers. It usually requires a minimum of four participants and about 30-45 minutes to complete.

Instructions:

1. Pass out both pages of the instrument. Ask the teachers to briefly jot down answers to the questions under 1.0. Emphasize that no monetary, administrative, etc., barriers exist. Point out that the topics focus on student activities, subject content, the teacher's role, and the type of instructional materials. Allow about 12-15 minutes for completion.
2. Have the participants turn to 2.0. Tell them that they must list and briefly describe two activities that they feel represented their best creative efforts during the past year. This usually requires approximately 15 minutes. (Optional: If the group seems unusually reluctant to list their accomplishments, you might ask them to work in pairs.)
3. Divide a chalkboard or overhead transparency into two halves. Label the left half "Now." List the ideas in 1.0 as the participants give them to you. Typical examples will be "simulation gaming," using the community as a classroom," the teacher becoming a "resource person", and so on. List 12-20 "198? wishes."

4. Label the other side of the board or transparency "198?." Ask the participants to describe the creative techniques listed under 2.0. (Optional: You may want to allow groups of two or three participants to share these techniques and come up with one or two common ones.) The techniques will, in many cases, closely parallel the "198? wishes."
5. Discuss the two lists. Point out the similarities. You might want to say something like, "In many instances, you are actually implementing the new techniques and strategies you hope would be part of your social studies curriculum in 198?. Now, what can we do to make these irregular instances occur in your school every day, all year?"
6. Have the groups turn to 3.0. This can be done individually, in small groups, or in a total group discussion. This activity can (and should) lead to the Force-Field Analysis listed elsewhere in this volume.

Summary: Attempt to build group morale by emphasizing point 5 - that the teachers are creative and are attempting to bring about positive change in their classes.

This activity can also be used with administrative and supervisory groups. Simply ask the participants to reflect on the social studies classes under their supervision. If they are not aware of creative activities in the classrooms, they should realize that their lack of knowledge should be remediated.

C. Frederick Risinger - Indiana University, 1974. For experimental use only.

Look Ahead Five Years: Where Will You Be?

1.0 It is now five years in the future. Describe your social studies classes as you would like them to be if no physical, monetary, or administrative constraints existed.

1.1 What will students be doing in class?

1.2 What will be the content focus?

1.3 What will be the role of the instructor?

1.4 What materials will you be using?

2.0 List and briefly describe at least two activities, units, etc, that were taught during the past year by you that you feel would be evaluated by outside personnel as creative teaching.

3.0 List the constraints or barriers that you feel prevent you from achieving the learning situation described on the first sheet of this exercise.

Item III-L

A Personal Self Assessment Inventory

for Social Studies Teachers*

1.1 ARE STUDENTS INVOLVED IN PLANNING MY CLASSES?

1.11 In my classroom/school/district, students are involved in the formulation of goals and in the selection of activities and instructional strategies.

hardly ever 1 2 3 4 5 almost always

1.12 Students in my classroom/school/district are involved in the assessment of curriculum outcomes.

hardly ever 1 2 3 4 5 almost always

1.13 The faculty, administration, and community at large are committed to student involvement.

hardly ever 1 2 3 4 5 almost always

1.2 ARE MY CLASSES RELEVENT?

1.21 The central focus of the curriculum of my classroom/school/district revolves principally around enduring social issues.

hardly ever 1 2 3 4 5 almost always

1.22 In my classroom/school/district a wide variety of materials are prepared at a multiplicity of reading and interest levels in an effort to expose every child to all sides of an issue.

hardly ever 1 2 3 4 5 almost always

1.23 In my classroom/school/district the curriculum being studied focuses upon problem solving and the decision making process related to social issues.

hardly ever 1 2 3 4 5 almost always

1.24 Controversial issues such as racism, poverty, war, and pollution are dealt with in increasing complexity throughout the grades in my classroom/school/district.

hardly ever 1 2 3 4 5 almost always

*Adapted from A Self Assessment Inventory for Social Studies to Accompany the National Social Studies Guidelines, Alleman, Clegg, Huxford, University of Washington, TTT Program, 1971.

1.25 In my classroom/school/district opportunities are provided for students to meet, discuss, and work with ethnic groups other than their own.

hardly ever 1 2 3 4 5 almost always

1.26 Students in my classroom/school/district gather data from sources within the community as well as in the classroom.

hardly ever 1 2 3 4 5 almost always

1.3 IS THE CONTENT OF MY CLASSES ACCURATE?

1.31 In my classroom/school/district current knowledge, theories, and interpretations are used and are consistent with modern thinking.

hardly ever 1 2 3 4 5 almost always

1.32 In my classroom/school/district textbooks and other instructional resources are carefully evaluated for up-to-date scholarship.

hardly ever 1 2 3 4 5 almost always

1.33 In my classroom/school/district extensive up-to-date references are readily available for use in the social studies curriculum.

hardly ever 1 2 3 4 5 almost always

1.34 Up-to-date social science methods of inquiry and processing data are utilized in my classroom/school/district.

hardly ever 1 2 3 4 5 almost always

1.4 ARE MY CLASSES' OBJECTIVES CLEAR?

1.41 In my classroom/school/district objectives are clearly defined for students in social studies to enable them to clearly understand what is expected of them.

hardly ever 1 2 3 4 5 almost always

1.42 Needs of students in social studies classes in my classroom/school/district are considered in the selection and formulation of objectives.

hardly ever 1 2 3 4 5 almost always

1.43 In my classroom/school/district community resource people are consulted in the planning of long and short range objectives in social studies.

hardly ever 1 2 3 4 5 almost always

1.44 A multiplicity of devices are employed in my classroom/school/district to assess needs and accomplishments of the students in social studies.

hardly ever 1 2 3 4 5 almost always

1.45 In my classroom/school/district social studies objectives are related to each of the following areas: knowledge, skills, and abilities, valuing.

hardly ever 1 2 3 4 5 almost always

1.5 ARE MY STUDENTS INVOLVED IN CLASS?

1.51 In my classroom/school/district students have access to a multiplicity of learning resources appropriate to the objectives of their social studies program.

hardly ever 1 2 3 4 5 almost always

1.52 In my classroom/school/district students in social students are active in the planning process.

hardly ever 1 2 3 4 5 almost always

1.53 In my classroom/school/district students are involved in the selection of goals and play a vital role in assessment and evaluation of the curriculum.

hardly ever 1 2 3 4 5 almost always

1.6 ARE MY LEARNING STRATEGIES VARIED AND BROAD?

1.61 In my classroom/school/district a multiplicity of learning material is available for use in the social studies program.

hardly ever 1 2 3 4 5 almost always

1.62 In my classroom/school/district materials for various academic ability levels and interest levels are available.

hardly ever 1 2 3 4 5 almost always

1.63 In my classroom/school/district a wide range of reading abilities exist and that data is readily available to teachers to assist them in providing students with appropriate social studies materials.

hardly ever 1 2 3 4 5 almost always

1.64 Team planning in my classroom/school/district occurs in a concerted effort to provide students in social studies with appropriate materials.

hardly ever 1 2 3 4 5 almost always

1.7 DO MY CLASSES HELP STUDENTS FACE THE WORLD?

1.71 In my classroom/school/district the social studies program has a clearly defined structure.

hardly ever 1 2 3 4 5 almost always

1.72 In my classroom/school/district the social studies learning experiences are designed in such a manner that students will be enthusiastic and have a zest for further learning.

hardly ever 1 2 3 4 5 almost always

1.73 In my classroom/school/district learning experiences in the social studies program are drawn from the social sciences, humanities, and physical and natural sciences.

hardly ever 1 2 3 4 5 almost always

1.8 DO I <u>REALLY</u> EVALUATE STUDENT PROGRESS?

1.81 In my classroom/school/district social studies objectives for every generalization considered are available and provide focus for planning, development, and evaluation of the program.

hardly ever 1 2 3 4 5 almost always

1.82 In my classroom/school/district data is gathered in an attempt to evaluate each student's progress, both cognitively and affectively.

hardly ever 1 2 3 4 5 almost always

1.83 In my classroom/school/district a variety of evaluation techniques are used to evaluate learnings (cognitive and affective) in the social studies curriculum.

hardly ever 1 2 3 4 5 almost always

1.84 In my classroom/school/district evaluation procedures and progress of students are reported frequently to both the pupil and the parent.

hardly ever 1 2 3 4 5 almost always

1.9 DO MY COLLEAGUES AND MY DISTRICT SUPPORT SOCIAL STUDIES EDUCATION?

1.91 In my classroom/school/district adequate money is allocated and spent for up-to-date social studies materials.

hardly ever 1 2 3 4 5 almost always

1.92 In my classroom/school/district teachers of social studies have a substantial background in the field (both in method and in content).

hardly ever 1 2 3 4 5 almost always

1.93 In my classroom/school/district teachers are trying out and utilizing new innovations in social studies.

hardly ever 1 2 3 4 5 almost always

1.94 In my classroom/school/district the team approach is utilized in order to draw upon the special competencies of individual faculty members.

hardly ever 1 2 3 4 5 almost always

1.95 In my classroom/school/district social studies education considers the needs of the child in his or her immediate environment, (school), in the community, and in society at large.

hardly ever 1 2 3 4 5 almost always

1.96 In my classroom/school/district teachers are actively involved in the formulation, development, and assessment of social studies curriculum in either a decision-making role or as advisors.

hardly ever 1 2 3 4 5 almost always

1.97 In my classroom/school/district social studies consultants are easily accessible.

hardly ever 1 2 3 4 5 almost always

1.98 In my classroom/school/district a social studies philosophy does exist and is considered in the planning, development, and evaluation of the program.

hardly ever 1 2 3 4 5 almost always

Item III-M

ASSESSING ALTERNATIVES FOR ORGANIZING IN-SERVICE RESOURCES

Possible In-Service Topics Based on NCSS Curriculum Guidelines

INDICATE 1st 2nd & 3rd CHOICE	INSTRUCTIONAL PRACTICES:	I NEED TO LEARN HOW TO IMPLEMENT THIS INSTR. PRACTICE	I NEED THE APPROP. INSTR. MAT'LS.	I CAN ASSIST OTHERS IN THIS AREA	NOT INTERESTED
	A. Involving students in forming instructional goals, selecting instructional strategies and assessing outcomes.				
	B. Using value analysis, role playing or simulation activities as instructional strategies.				
	C. Providing learning opportunities for students to participate in school or community activities which are an outgrowth of problems being studied in the classroom.				
	D. Using inquiry techniques as instructional strategies				
	E. Using procedures for gathering evidence of student growth in learning over time (i.e. procedures for continuous evaluation of classroom activities & instructional strategies.)				
	F. Other _____ _____				
	INSTRUCTIONAL MATERIALS:				
	G. Using instr. materials which provide learning opportunities for students to gain awareness of, analyze, and form potential solutions to such societal problems as racism, poverty sexism, overpopulation, and environmental pollution.				
	H. Using instr. mat'ls, which provide learning opportunities for multi-sensory learning (seeing, hearing, touching & acting), and				

INDICATE 1st 2nd & 3rd CHOICE	INSTRUCTIONAL PRACTICES:	I NEED TO LEARN HOW TO IMPLEMENT THIS INSTR. PRACTICE	I NEED THE APPROP. INSTR. MAT'LS.	I CAN ASSIST OTHERS IN THIS AREA	NOT INTER ESTED
	H. (cont.) multisource learning (exposure to diverse, sometimes conflicting points of view).				
	I. Using instr. mat'ls. which provide learning opportunities for examination of the value dilemmas in the everyday life of students.				
	J. Using instr. mat'ls. which provide learning opportunities for students to develop ability in contributing to the resolution of conflict, with stress on sensitivity to the needs and feelings of others.				
	K. Other _____ _____				

HERE ARE THREE POSSIBLE WAYS TO PROVIDE IN-SERVICE HELP IN THESE AREAS:

I. Workshops in my region.

a. I would attend such a workshop.

Yes Probably Maybe Not Likely No

b. I would prefer: Saturday Sessions _____
After School Sessions _____
Weekday Evening Sessions _____
Full School Day Sessions _____

c. I would help organize such a workshop.

Yes Probably Maybe Not Likely No

d. I would be willing to make a presentation at such a workshop.

Yes Probably Maybe Not Likely No

Topic(s): _____

_____

e. Can you suggest others in your area who might make useful presentations? (name, address, topic)

_____

_____

II. Mobile Unit -- Teachers and others with skills in a particular subject, instructional strategy, or instructional material would prepare programs that they could give for social studies departments in their areas. The presentations would include materials or detailed strategies for the audience to try in their own classes. The presenter would be released from his or her own class the last period of the day, receive reimbursement for travel and a small fee. Schools desiring the service would pay a small fee to cover expenses.

a. I would use such a service.

Yes Maybe No

b. I would be willing to make a presentation on: _____

_____

III. Consulting Services -- Schools could request consultants (University/College faculty with expertise---verified by teachers in other schools or school districts--in some phase of teacher training, doctoral students with same as above, or other individuals with same as above) with the expertise which they require to spend a half day at their school. A list of these consultants could be developed by the NCSS Field Services Board, the State or Local Council of NCSS or by a specially designated committee in your area.

a. I would use such a service.

Defintely Maybe No

b. I could consult about: _____

_____

REACTIONS, COMMENTS, SUGGESTIONS:

NAME _____

SCHOOL _____

POSITION _____ SCHOOL PHONE _____

SCHOOL ADDRESS _____ ZIP CODE _____

HOME ADDRESS _____ ZIP CODE _____

HOME PHONE _____

Prepared by NCSS Field Services Board 9/1/73

Resource Identification

"Assessing Alternatives for Organizing In-Service Resources" is a resource identification device as well as a needs assessment instrument. Two additional instruments are described below:

1. "A Self Assessment" is a copy of an instrument used for a three week materials implementation program at the University of Minnesota by Craig Kissock and Roger Wangen. Funded by the National Science Foundation, this group has a good reputation for recruiting outstanding people and meeting their needs. The instrument both assesses needs and identifies people with expertise in several areas. (Item III-N)
2. "Paired Introduction Exercise" is a good opener for any workshop or meeting. It is expecially useful if the group is not well-acquainted. The information gathered in this exercise can be structured by the workshop leader and can prove invaluable during the course of the program or in follow-up activities. (Item III-O)

Goals and Objectives

Once needs and resources are identified through these (or other) activities, they should be restructured into workshop objectives. <u>This should definitely be a group activity</u> and not a decision made by an individual or a small group. Even if the task is specified by a state regulation or an administrator (such as "Revise the social studies curriculum!"), there is sually enough latitude to itemize specific objectives. Your workshop will probably be more effective,

easier to handle, and much easier to evaluate if you follow the guidelines below:

1. Don't bite off more than you can chew. Select objectives commensurate with:
   a. the amount of time that you have;
   b. the resources (personnel and material) available to you;
   c. the capacity of your group.
2. Write your objectives in "behavioral" terms as much as possible. They should be viewed as "outcomes." This will facilitate evaluation. Obviously, not everything can be measured, but most objectives can be.

Item III-N

A Self Assessment

1. React to the following statements taken from a list of workshop objectives. Place an "X" on the line at the point which indicates where you feel you are now. Place an "O" on the line at the point which indicates where you would like to be after the workshop experience.

	LOW 0 1 2 3 4 5 6 7 8 9 HIGH
a. Useful knowledge of anthropology/ geography/sociology.	_____
b. Successful experience in teaching the above discipline.	_____
c. Skill in analyzing and evaluating curricular materials.	_____
d. Skill in selecting and adapting new curriculum to existing school structures.	_____
e. Ability to work in a team for implementation and dissemination of new ideas.	_____
f. Confidence in explaining to others the nature, scope, substance of new curricular materials.	_____
g. Skill in communication and decision making.	_____
h. Skill in acting as a change agent.	_____
i. Ability to improve the pre-service training of social science teachers.	_____
j. Commitment to directing in-service workshops in my district or region.	_____
k. Commitment to using the materials in my classes.	_____
l. Commitment to developing better school-college cooperation.	_____
m. Commitment to seeking out pre-service teacher training involvements.	_____

2. The concluding section of this questionnaire focuses on your perception of your own teaching behavior. Place an "X" at the point which best characterizes where you see yourself in relation to the last few courses which you have conducted.

	LOW 0 1 2 3 4 5 6 7 8 9 HIGH	
a. I don't specify course goals very clearly.	_____	I specify goals very clearly.
b. The climate or atmosphere of my classroom is poor.	_____	The climate of my classroom is good.
c. The overall plan of my courses is sometimes ineffective.	_____	The overall plan of my courses is quite effective.
d. I have trouble getting my courses off to a good start.	_____	I do quite well getting my courses off to a good start.
e. During my courses, I often feel I don't know what's going on.	_____	During my courses, I'm in very good touch with what's going on.
f. In my classroom students have little influence or say about what happens.	_____	In my classroom, students share actively in influencing what goes on.
g. I have difficulty handling differences of opinion when they come up in my classroom.	_____	I handle differences of opinion well when they come up in my classroom.
h. I rarely use "experiential" or "discovery-type" learning procedures in my classroom.	_____	I frequently use "experiential" or "discovery-type" learning procedures in my classroom.
i. I would like to change some of the ways I conduct courses.	_____	I am pretty satisfied about the way I conduct courses.

	LOW 0 1 2 3 4 5 6 7 8 9 HIGH	
j. I have a feeling that I don't know what a course has accomplished.	_____	I have pretty good information that tells me what a course has accomplished.
k. My students don't seem to use what they have learned.	_____	My students use what they have learned quite completely.

Item III-O

Paired Introduction Exercise

At a meeting of all potential workshop participants prior to the final planning stages, the following exercise can serve to:

A. Introduce members of the group to each other (or assist the group members in knowing more about each other).

B. Assist in developing a feeling of group participation.

C. Encourage feelings of group unity and increased morale.

D. Identify group members with skills and knowledge that can be used as resources in the workshop.

Directions:

1. Pass out a sheet of 8-½" x 14" paper, a 3 foot length of string, and a 2 inch strip of masking tape and a marking pen to each member.

2. Have each person divide their paper into thirds. In each third, they should write or graphically represent:

   2.1 Personal data - name, marital status, birthplace, any children, etc.

   2.2 A Circle graph ("pie-graph") dividing a typical school day into the approximate amount of time spent on various duties. This should also include out-of-school activities such as family entertainment, civic responsibilities, a second job, etc.

   2.3 A list of three teaching-related activities that the teacher feels are his "best" (e.g., small group discussions, simulation gaming, student evaluation) and three that the teacher feels he would like to improve in.

3. Each teacher should put the tape and string on each sheet of paper and wear it like a placard around their neck.
4. Allow five minutes or so for a pair of teachers to get together, read each other's placards, and ask questions to clarify how time is spent or what six items have been listed.
5. Each pair should find another pair. The first pair introduces each other to the second pair and vice versa. This should take about 7-10 minutes.
6. Continue the paired introductions until each pair has met all other pairs (or in a very large group, about 20 more minutes).
7. Collect the placards. These provide the workshop leader with some helpful information about the participants, and their needs and resources.

Workshop Models

In addition to categorizing in-service training according to function such as "the impact of the curriculum on student attitudes" or "awareness of new social studies materials," workshops must conform to specific time allotments. As a workshop planner, you sometimes have control over the length and schedule of the program. However, frequently the length, and at least a portion of the scheduling, are determined by external factors such as administrative or state policy, available participant time, availability of facilities, and many others.

If you do have the opportunity to determine the workshop length, two somewhat contradictory factors should be considered.

1. Don't try to accomplish more than you can do in the allotted time. This is a common error of many so-called "curriculum revision" workshops. It results either in shoddy, hastily completed work, or in a sense of frustration among participants when they realize that they can't get it all done.
2. On the other hand, don't make the workshop longer than is necessary to accomplish the specified objectives. Most groups can accomplish more than they originally think they can if the time is efficiently used. At times, groups and individuals even perform better if some time constraints are apparent.

Once you determine the workshop length, the next step is scheduling specific activities and meetings to achieve the predetermined objectives.

A cardinal rule of workshop planning should be that every activity should have a definite purpose. Do not schedule meetings or activities which are simply fillers.

The following sample programs are of workshops that have generally been judged successful by both the staff and participants. They are not intended to represent "perfect" workshops, but should provide you with an idea of how activities were sequenced in two different workshop lengths.

Item III-P

AN AWARENESS WORKSHOP

Indiana University
Indiana Memorial Union
Room 300-C

Welcome! This workshop is designed to introduce and explain two new social studies programs. Both were developed at the Educational Development Center in Cambridge, Massachusetts, and will be available for school use during the 1973-74 school year. Exploring Human Nature is a cross-disciplinary course for senior high students funded under grants from the National Science Foundation. People and Technology is designed for the middle school level and was developed with grants from the National Endowment for the Humanities. Materials describing each course are available for you to take back to your school and colleagues.

Program

12:30 - 1:00 Registration and Coffee

1:00 - 1:15 Welcome and Introduction to EDC
C. Frederick Risinger
Coordinator for School Social Studies
Indiana University

1:15 - 2:15 People and Technology (PAT)
David Wallace, Wayne State University

2:15 - 2:30 Break

2:30 - 3:30 Exploring Human Nature (EHN)
Sue Ellen Myers, Education Development Center
1. Introduction
2. Two Exemplar Lessons
3. Comments and Questions

3:30 - 3:45 Closing Comments
C. Frederick Risinger, Coordinator for School Social Studies, Indiana University
1. Where can you get the materials
2. Services offered from Indiana University
3. Evaluation of Workshop

Item III-Q

WORKSHOP

PROVIDING INDIVIDUALIZED INSTRUCTION
FOR STUDENTS IN THE REGULAR CLASSROOM
THROUGH LEARNING ACTIVITY PACKAGES

LINCOLN, ILLINOIS // JANUARY 23-25, 1974

SPONSORED BY: TITLE 111 E.S.E.A., DIR. R. GARBER
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
AND LINCOLN COMMUNITY HIGH SCHOOLS, LINCOLN, ILLINOIS
R.W. JONES, SUPERINTENDENT

Active Involvement

WORK THROUGH THE ELEMENTS OF
LEARNING ACTIVITY PACKAGES

1. Writing Behavioral Objectives
2. Preparing Pre-Tests
3. Preparing Learning Activities
4. Preparing Summative Evaluations
5. Writing and Editing the Learning Activity Packages

Actual Development of Packets

Develop your own Learning Activity Package

WORKSHOP PARTICIPANTS WILL BE DIVIDED
INTO SMALL GROUPS FOR WORK SESSIONS

MEDIA SPECIALIST WILL DEMONSTRATE
THE UTILIZATION OF INSTRUCTIONAL
TECHNOLOGY AS AN AID To)
INDIVIDUALIZING INSTRUCTION.

EACH PARTICIPANT WILL RECEIVE A
PACKET OF MATERIALS AND INSERVICE
GUIDELINE FOR CONDUCTING
WORKSHOPS

Guided Activities in each element Learning Activity Package

Workshopping Hints

The suggestions in this section will be primarily logistical. Each workshop will differ according to length, subject, participants, site and other factors. However, there are several hints which can be generalized to nearly every category.

Opening It Up

This is a crucial point. Try to involve the participants--don't talk at them. If possible, hold "housekeeping" or "administrivia" comments until later. Break the ice using a technique such as the "Paired Introduction Exercise."

Participant Involvement

Workshops in which the participants are actively involved are usually rated higher than those in which participants are merely "receivers" of information. Demonstration lessons, introductory exercises, peer teaching, and similar activity-oriented programs are best. If some general sessions are necessary, try to have at least some involvement sessions in the program. A safe guideline is that not more than 1/3 of the sessions should be sessions where the participants are "talked at."

Administrative Participation

If at all possible, encourage administrators to attend the sessions. This frequently results in enhanced administrative awareness of the social studies group's goals, more communication between teachers and groups, and might help build a case for future programs.

Site Selection

The school is a logical site and may be the best (or only) one available. However, do not overlook the state park lodges, local hotel or motel conference facilities, municipal facilities (such as the city council room for an opening session), or meeting facilities in local businesses. Sometimes, if you can take your group away from the school, less "workshop boredom" results. Consider the following items when selecting a site:

1. How many classroom-type areas will be needed? Are any special purpose rooms (labs, A.V.) needed?
2. Will a large-group facility be needed? How large?
3. Will food be provided at the site? How?
4. Is ample parking space available at the time of the conference?
5. What audio-visual and other special equipment is necessary?
6. Is housing necessary? Is it part of the facility? If not, is it nearby and is transportation available?
7. If it is more than a two-day workshop, are recreational facilities available?
8. Is the site conveniently located and accessible to most participants?
9. Is workshop office space for the staff provided?

Program

Keep the program varied, lively, and quickly moving. Know the quality of your presenters (nothing kills a workshop more than a dull opening speaker). Plan some free time for participants to relax, make phone calls, chat with each other or walk around. Try

to keep the actual program relatively uncluttered. Include the essential information (time, place, title of session, presenter, and a brief identification), but leave out material that would best be put in an informational packet.

Two "Invisible, but Real" Points

In nearly every workshop of more than two days' duration, there are two critical periods which occur. Old workshop hands try to predict their arrival and prepare for them. Sometimes they succeed. At any rate, you should be aware of them. They can be labelled the "Gel Point" and the "Crisis Point."

1. The Gel Point occurs most frequently when the group has an assigned task or group of tasks. For the first few hours (or even days), things seem to be getting nowhere. Ideas are put forward and quickly discarded. Participant patience grows short and tension rises. Then, somewhere near the height of the frustration level, things begin to fall in place. The Gel Point has been reached. The tasks appear "accomplishable" and the group proceeds with a clear sense of purpose. Workshop directors need to expect this period of frustration and work to prevent the onset of individual apathy or anger.
2. The Crisis Point happens in workshops of three or more days (especially in 2-3 week workshops) and is usually triggered by a relatively innocuous incident. If the Crisis Point is expected, watched for, handled with humane openness, it can serve as a sort of watershed mark. After its passage, new energy and enthusiasm usually revitalize the workshop.

How Did I Do? or Workshop Evaluation

Evaluation of a workshop is absolutely essential. Even if it is an administratively mandated half-day program, an evaluation helps (1) plan future meetings; (2) assess group needs; (3) add to participants' feelings of being considered by the planners; and (4) provides ammunition for continuing or changing plans for future meetings.

There are two major types of evaluation: (1) formative and (2) summative. Formative evaluation occurs during the workshop and helps you "re-form" the workshop to better meet participant needs. Summative evaluation occurs at the conclusion of the workshop, is usually more extensive, and should be directly geared to the workshop objectives.

Another type of evaluation, "pre-evaluation" is sometimes used. This is a form given to participants on which their expectations about the program are asked. This can later be compared with a similar summative evaluation.

Generally, an idea evaluation instrument should have the following components:

1. A section for each of the major objectives.
2. A question (or questions) on each of the major presentors, sessions, activities.
3. A section on the housing, food and social arrangements.
4. Quantitative measures such as a 1-5 scale rather than just a good-bad dichotomy.
5. Provision for comments with each question.
6. A section allowing participants to speculate about how

they will use the conference in their schools.

7. Assessment of overall value of the workshop as well as specific sections.
8. A section for "The weakest aspect of the workshop was..." and "The strongest aspect of the workshop was..."

The following example is an instrument for a 40-participant, two day conference (Item III-R). Another evaluation idea is to have each participant write an anonymous "Dear Director" letter just prior to the workshop's end. The only parameters should be that the letter must be to assist the director in planning a similar future workshop.

Follow-up

A form of evaluation, a follow-up visit, or a questionnaire is extremely helpful in assessing the longer-term impact of the workshop. On-site visits (preferably with a tape recorder) can be used to gain valuable information, especially if the participant has had an opportunity to implement the ideas or materials from the workshop.

Item III-R

CONFERENCE FOR SOCIAL STUDIES TEACHERS ON

CONTEMPORARY SOVIET SOCIETY

May 17-18, 1974

Turkey Run State Park
Marshall, Indiana

Evaluation Form

In order to help us assess this conference and to assist us in planning similar conferences, please respond to the following questions. Your time and comments are appreciated.

Session Evaluation: Circle the number that best represents your feelings about the specific session. Was it helpful and/or interesting to you? "1" means that the session was not helpful or interesting at all. "5" means that the session was extremely helpful and/or interesting.

- Session 1 - "Soviet Union and the Yom Kippur War" Paul Cook.

1 2 3 4 5

- Session 2 - "The Soviet Economy and East-West Trade," Robert Campbell.

1 2 3 4 5

- Session 3 - "Values and Issues in Contemporary Soviet and American Life," William Rosenberg.

1 2 3 4 5

- Session 4 - "The Unfinished Revolution" (film presentation).

1 2 3 4 5

- Session 5 - "Resources for Teaching About the U.S.S.R.," John Thompson.

1 2 3 4 5

- Session 6 - "Global Studies in the Schools," Howard Mehlinger.

1 2 3 4 5

Overall Evaluation: Each participant had certain expectations concerning the conference. Please react to the questions on the following page.

1. My objectives for attending the conference were

_____ completely achieved.
_____ achieved to a great degree.
_____ achieved somewhat.
_____ achieved far less than I had hoped.
_____ not achieved at all.

2. What is your overall rating of this conference in relation to similar educational conferences?

_____ much better than others.
_____ better than others.
_____ about the same as others.
_____ worse than others.
_____ much worse than others.

3. Check any of the following statements with which you agree.

_____ The conference was poorly planned.
_____ The conference was well planned.
_____ The conference was interesting.
_____ The conference was boring.
_____ The living arrangements (food and rooms) were good.
_____ There was enough interaction among the participants and between the participants and staff.
_____ My knowledge of the Soviet Union has been increased to a great extent.
_____ I would recommend a similar conference to my colleagues.
_____ I would not recommend a similar conference to my colleagues.
_____ I learned little, if anything, new about the Soviet Union.
_____ The conference will help me in my classes.
_____ The conference will be of little help to me in my classes.

Comments

IV

THE SCHOOL IN THE COMMUNITY

Students of geometry are taught that the whole is equal to the sum of its parts. In social systems the whole may well be more than the sum of its parts. Nonetheless, what the "whole" is or can become is dependent upon its parts working separately and collectively. The parts (parents, students, teachers, administrators, school boards, and the laws, rules, and regulations that make up the complex system called a school district) must interact with one another for growth to be a continuing process and the needs of all parts to be met.

This section of the Handbook discusses the need for interaction within the entire school district in the area of the social studies. This interaction must be extended to parents by periodically going out to the community. Community interaction is designed to reach parents before they come to the school frustrated or angry because they do not understand the actions of a department within the school.

Both types of interaction will occur only when leadership and direction are provided by the department chairperson. Interaction to stimulate thinking, to critically analyze, to support, to inform, and to grow, must be sought through concerted effort. The benefits can be substantial.

A. District Wide Communications

While intra-staff communication is essential to the growth of a department, district-wide communication is just as vital. Too often individual departments become cloisters, unwilling to share what they have accomplished or to reveal where they would like to be moving as a department. This "we will do it alone" attitude

hinders input from people removed from the immediate school scene who are still part of the teaching environment.

District wide communications can be initiated at the senior high level, junior high/middle school level, elementary school level, or by combinations of the three. All these levels are important to the growth of both the individual teacher, the school, and the district as a whole. Too often, however, communication is limited to expansion at the same school or grade level. The most effective expansion seeks input from all strata of the school system.

Arranging meetings at any level will be influenced by several factors. Among these are the established policies that exist in a district; the type of school(s) involved; and the number of schools to be invited. An administrator from the district office will usually convene the meeting.

Prepare a set of goals for the meeting. This will ensure efficient use of time and enable those attending to prepare input. The meeting should be scheduled during the school day with released time provided by the district. Not only does this provide a more suitable meeting time, but it also gives official status to the gathering.

Initial intra-district meetings will be most profitable if they are scheduled by school levels. Here the high schools, the junior highs, and the elementary schools can meet to discuss common interests, problems, and goals. Future meetings might then be established on the basis of attendance areas. In this case, a high school would meet with its feeder junior highs to discuss mutual goals, cooperation in development of curricula, etc. Junior high schools and feeder elementary schools would benefit from similar interchanges.

Representatives from all three levels could meet to establish direction for that segment of the school district.

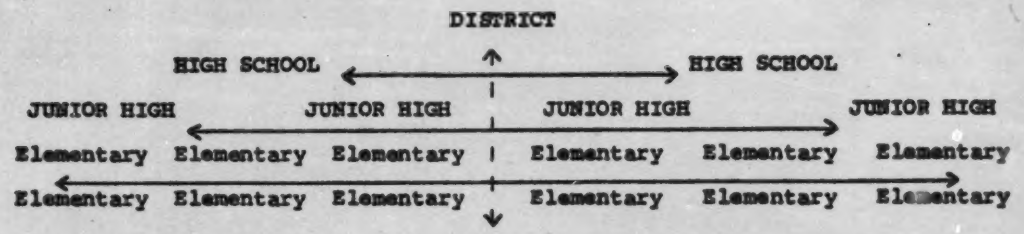
However, it is decided to range the meetings, planning is essential to success. Clearly establish the purpose(s) of the meeting. The initial meeting should discuss the broad spectrum of social studies to establish topics for additional meetings. District support for a series of meetings can provide needed impetus for success. Lack of support by the district, however, should not cause departments and teacher to remain in their cloisters. Initiate and continue the dialogue anyway.

Communication is a process that needs constant attention. It is more difficult when distance separates you from those with whom you wish to communicate. District wide communication will not initiate itself! And, it will not continue beyond an initial meeting unless those involved really want it to continue. As department chairperson, it is your responsibility to encourage and stimulate communication.

Below are two charts depicting communication lines. Chart 1 (Item IV-A) depicts communication by school levels, i.e. the department chairpersons from all high schools meeting to discuss curriculum revision, the junior high U.S. History teachers meeting to discuss textbook selection or the elementary teachers developing a unit on local history together. Chart 2 (Item IV-B) represents communication among schools of a common attendance area. The high school and feeder junior high schools meet, the junior highs and their feeder elementary schools meet, or representatives from all three levels convene and discuss mutual problems.

Item IV-A

CHART 1

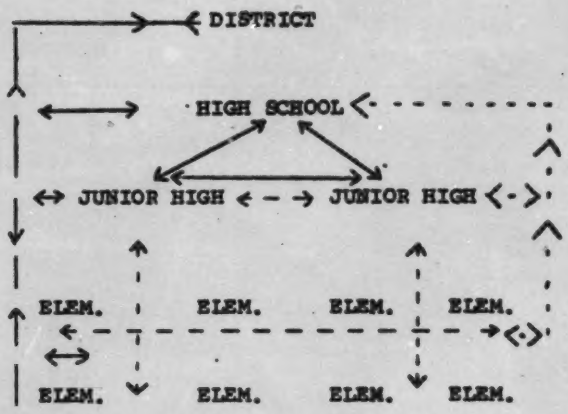


District Communication Styles:

Lines of Communication by School Level

Item IV-B

CHART 2



District Communication Styles:

Lines of Communication by attendance area.

B. Public Relations

Communications between the school and community usually occur at one of two levels. The first level is the "back to school night," open house, or Parent-Teacher Association monthly meetings--a level which is distant and not usually communicative. The second level is a hostile, negative, interchange. Examples of this are the parent-teacher meetings over actions of the child and/or teacher in relationship to classroom discussions, homework, or materials. While this meeting can be beneficial, too often it becomes a battle of words with neither party listening. Thus at both levels, little communication takes place. It takes planning to inform the public of the goals, the objectives, and the hopes of a department.

Meetings can be made more effective for communicative purposes. A department should periodically go outside the standard meeting framework to reach the community. These encounters can express the department's interest in informing, discussing and listening to their community in an informal setting.

These meetings should take place in the evenings. They will require a lot of effort and may not always prove fruitful. However, these meetings can gain the department support, eliminate misunderstandings, and involve parents in the educational process at the grassroots level. They also allow tapping of resources within the community, ranging from speakers to department and classroom aides.

The purpose of these meetings is to communicate with the public in small selective segments. One type of meeting involves the individual classroom teacher. The second type involves the entire department.

The classroom teacher who plans to initiate a new technique or involve students in experiential activities outside the classroom may find that an evening meeting with interested parents can not only alleviate misunderstandings and fears but foster support for the undertaking. Involving students in such a meeting not only provides the parents the opportunity to see their children in action, but is a base on which parental support is built. This meeting is held in the classroom. It should ensure adequate time to discuss the topic and yet not be so detailed or so long so as to turn parents off. Be very careful NOT to let one or two parents dominate the discussion. Try to allow all an opportunity to express themselves. Clarify your understanding of the position the parents are stating while making your position clear.

The second type of meeting involves taking the department member goals and objectives, and program out into the community. Curriculum revision, the transition from old to new teaching strategies and other department activities can be assisted by gaining public support and minimizing fears within the community.

Carefully establish goals and objectives for each meeting or series of meetings. Prepare answers to questions you foresee the parents asking. Obtain data to support your position. Gather material for the parents to preview, handouts, and audio-visual aids before the meeting. Keep things simple. The meeting is informal--not a production.

Ask parents who are supportive of your efforts to host gatherings and be responsible for inviting people. The guest list should include a mixture of all parts of the community--especially those who oppose

you. The number of guests should not be too large. It is far better to hold extra meetings than not to allow everyone to have a say at the gathering.

Not all department members should attend each given meeting. The department chairperson is the only member who will always need to be present. Limit the number of department members at a specific meeting to three. Remember, the purpose is to communicate with the public, not to establish battle lines.

An informal gathering in which you present your goals, objectives and the hopes of the department or a gathering which previews materials, answers questions and eliminates doubts will not disarm all opposition to the program. It will open discussion and public debate on its merits. It should open new avenues of support from parents who have become a part of the educational process and are now better informed.

You will not be able to reach everyone. But by reaching out to some you will affect a far greater number than by staying behind the desk.

A model for setting up a citizens' panel to review your curriculum materials selection is found in the Material Selection section, Item U.

Item IV-C

Check List for Informal Community Meetings

	Person Responsible	Completed
Establish goals and objectives for meeting(s).	_____	_____
Collection of materials for meeting(s).	_____	_____
Collection of data for meeting(s).	_____	_____
Collection of AV aids for meeting(s).	_____	_____
Establish number of meeting(s).	_____	_____
Establish dates of meeting(s).	_____	_____
Contact Parent Hosts for meeting(s).	_____	_____

List of Department members who will attend specific meetings:

Meeting 1 (Place _____)
1. _____
2. _____
3. _____

Meeting 2 (Place _____)
1. _____
2. _____
3. _____

Meeting 3 (Place _____)
1. _____
2. _____
3. _____

Meeting 4 (Place _____)
1. _____
2. _____
3. _____

C. Controversial Issues and Procedures

Dealing with controversial topics is perhaps more germane to social studies instruction than any other subject area. Controversy is an almost unavoidable by-product of any investigation into society's basic beliefs and institutions. It is fundamental to provide students with the skills necessary to cope with differences of opinion in order to prepare them for life in a free society. Traditionally, much discussion has developed around the roles of the teacher and school in dealing with controversial topics. This section presents suggestions for developing a departmental policy in this area.

The first step in dealing with controversial issues is developing a clear rationale for their study. The following questions should be considered: Why were these particular issues chosen? How do they fit into the particular program in which they are used? How does examination of these issues help students achieve a particular unit's objectives? Place a printed copy of this rationale in the department file. Make copies available to administrators in case parental concern develops.

In classroom examination of controversial topics, teachers must see that the issues are plainly stated, that the argument is about the issues, that relevant information is made available and used by students, that the discussion is in keeping with the rules of orderly debate, and that, as teachers, they clarify positions rather than advocate them.

Developing a specific policy for handling controversial issues is a department and district function. No single approach has universal applicability. But policies arise from a community's expectations of its educational system. Parents want schools to

provide youth with skills to think rationally, to acquire the information needed to think rationally, and to cope with the variety of economic, social, and political problems of adult life. Explanations of controversial topics must show the relationship between the controversy under consideration and the ultimate concerns of the community.

All department members should maintain the same policy for dealing with controversial issues. Therefore, all department members must have input in developing the policy. Develop plans for dealing with community and administrative concerns and for invoking community dialogue over what is happening in the classroom. Policies and procedures outlined in the sections on "Curriculum Planning and Implementation" and "School/ Community Relations" can be drawn upon for assistance. Be sure to avoid excessive use of educational jargon. Terms such as "values," "Non-graded," and "new social studies" hold different meanings among people. Use more familiar language or clarify your interpretation of such terms whenever possible. Ask your audience to reiterate the speaker's points. This technique allows the speaker to correct misunderstandings among listeners and therefore proceed on a clear basis.

The instruments which follow will be useful in dealing with controversial issues.

1. National Council for the Social Studies Position Statement on the Freedom to Teach and the Freedom to Learn. Item IV-D
2. Academic Freedom: A Policy Statement (NCSS). Item IV-E
3. Controversial Areas and Teaching Styles (a list of possible trouble spots). Item IV-F

4. Controversial Materials Checklist (to evaluate materials.) Item IV-G

5. Suggested Procedure for Handling Complaints Concerning Social Studies Materials. (NCSS) Item IV-H

6. Complaints About Instructional Materials (form to get complaints in writing). Item IV-J

7. A Checklist for Handling Community Complaints Over Controversial Issues. Item IV-K

Item IV-D

National Council for the Social Studies Position Statement on the Freedom to Teach and the Freedom to Learn

Approved by the NCSS Board of Directors in 1974

Basic to a democratic society are the freedoms of teachers to teach and of students to learn. Especially as they apply to pre-collegiate public education, court decisions, unfortunately, have not consistently supported these rights throughout the nation. It will take many years of litigation to delineate precisely the areas of teaching and learning that are protected. The present lack of judicial clarify places a heavy burden of responsibility on pre-collegiate educators. And their professional organizations have special responsibilities to provide statements on these freedoms, as well as assistance, legal and otherwise, for teachers willing to risk careers to exercise their freedom to teach and to protect their students' freedom to learn.

A teacher's freedom to teach involves both the right and the responsibility to use the highest intellectual standards in studying, investigating, presenting, interpreting, and discussing facts and ideas relevant to his or her field of professional competence. As professionals, teachers must be free to examine controversial issues openly in the classroom. The right to do so is based on the democratic commitment to open inquiry and on the importance to decision-making of the expression of opposing informed views and the free examination of ideas. The teacher is professionally obligated to maintain a spirit of free inquiry, open-mindedness, and impartiality in the classroom.

Many state legislatures, boards of education, and school administrators have shown disregard for the teacher's professional role in dealing with controversy in the classroom. Consequently, it is important that the National Council for the Social Studies, as a professional organization, act forcefully to insure teachers a significant role in determining educational policy. If the freedom to teach is to be meaningful, teachers must participate in decisions regarding the organization, presentation, and evaluation of instruction and in determining the competency of other teachers and administrators. The same is true of the freedom to learn: Commitment to it demands student involvement in curricular decisions, even in the evaluation of instruction.

Although the central concerns in evaluating teachers should be the quality of their performance in their classrooms and their relationships with their students, teachers should be encouraged to participate in community affairs. Such participation is important in its own right as well as for the modeling of active citizenship for students. Such participation is, indeed, a part of the freedom to teach; and to encourage it, boards of education must make clear that judgments of professional competence will not be biased by the teachers' personal religious, political, social and/or economic beliefs. In light of their role as agents of a democratic society, teachers' expressions must stop short of advocating the use of violence to achieve social or political change, but the legitimacy of the use of violence must still be considered a legitimate topic for classroom discussion. Boards of education and professional organizations have an obligation to protect teachers from unjustified

attacks based on classroom performance or community participation. Dispatching the obligation calls for the education of members of the community, including students, concerning the legitimate roles of teachers as professional educators and concerned citizens, as well as support, moral and financial, for teachers when such attacks occur.

Ultimately, freedom to teach and to learn will exist only if a continuing effort is made to educate all Americans regarding these important freedoms. Professional educators must set an example in their communities that illustrates their respect for schools and classrooms as a free marketplace of ideas as well as an appreciation for the concerns of parents and other members of the community who legitimately disagree. By showing our faith as educators in the clash of opposing viewpoints, we can hope to achieve a society that functions according to this precept.

(Prepared by the Academic Freedom Committee under the leadership of Todd Clark, James P. Shaver, Joan T. Alcorn, and Stanley P. Wronski. Subject to revision by November, 1977.)

Item IV-E

Academic Freedom: A Policy Statement

Prepared by the Academic Freedom Committee* of the National Council for the Social Studies and approved by the NCSS Board of Directors in 1967.

Social Studies Materials in the Free Marketplace of Ideas

A diversity of points of view is essential to education in a democracy. Among the many reasons for this position are: (1) The "Free Marketplace of Ideas" is the source of raw material from which social and economic progress is created. All positions should be heard so that the best may be chosen. (2) Students should have an opportunity to consider and evaluate differing points of view in the classroom.

Therefore, it is incumbent upon every school administrator and social studies teacher to be vigilant in detecting encroachments upon diversity of viewpoints in the classroom and to be prepared to challenge successfully such threats.

It is recognized that citizens of a community have the right to examine and criticize school materials. In order to assist school personnel in handling complaints concerning social studies materials, procedures based on due process are recommended.

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*Richard Perchlik, Chairman; William M. Hering, Jr., Associate Chairman; William F. Eagan; Joyce Fadem; William Hartman; Charles Hirsh; Gregg Millett; Robert Newman; Seymour B. Stiss; Charles D. Tanzer; Irma Warta; Philmore Wass; John Yee.

Item IV-F

Controversial Areas and Teaching Styles*

The following are areas of potential controversy. It is important to anticipate such areas and make preparations to deal with them in open dialogue.

Sex education
Theory of evolution
Racism
Ethnic studies
Social class membership
Values education
Politics
Alcohol and drugs
Comparative economic systems
Religious beliefs (including the beliefs of agnostic and atheists)
War
National allegiance and patriotism
Community involvement
Attitude inventories
Opinion surveys (as violations of privacy)

In addition to these substantive areas, a number of elements of teaching style are also controversial in some places:

"Sociological style" (referring to attitudes and opinions characteristic of various socioeconomic groups, having student work with "primary" information from social science sources)

"Behavioral sciences" approach versus "factual-chronological" approach (for example, examining the socioeconomic causes of the Civil War or the immigrant and the Black as a source of cheap labor rather tnan taking the traditional approach to American history)

Inquiry approach versus didactic approach (inquiry perceived as drawing children into the examination of questions beyond their maturity level)

Learning activity packages (perceived as shaping behavior)

Inquiry into forbidden territory (for example, a study of ecological considerations which leads students to raise questions about the pollution of local streams by the town's biggest employer)

Maximum growth versus minimum essentials (essential skills viewed as prerequisites before any inquiry or creative behavior can be encouraged)

Continuous progress versus grade standards (a variation of minimum essentials approach, in which the notion that children grow unevenly is called into question)

Treatment of public issues in the classroom versus the treatment of that which is certainly true (unresolved public issues to be ignored in the classroom until they are resolved)

Clearly, all potentially controversial areas or teaching styles would create a "sterile" social studies program. However, when teachers are exploring controversial areas, they should develop a clear rationale for their study. A simple explanation to parents, administrators, and students is usually sufficient to ease concern about controversial topics. This can take the form of a brief letter to parents when beginning the unit. It is also practical to develop a clear rationale for the use of a controversial teaching style. Copies of this should be available to administrators in case of parental concern.

*The information for this instrument was drawn from joint ERIC Clearinghouse for Social Studies/Social Science Education and Social Science Education Consortium, Inc. publication, "Coping with Community Controversy: Guidelines for Introducing New Social Studies Programs," by Arthur W. Foshay (Boulder: 1974).

Item IV-G

Controversial Materials Checklist*

The following checklist will guide departmental review of potentially controversial material. By completing the items, department members will gain a better prespective on the value of a set of materials or on the value of one set of materials over another.

Subject Area Most Applicable to: _____

Title of Material _____

Copyright Date _____ Author(s) Developer(s) _____

Publishers _____

Type of Material (textbook, project materials, instructional unit, etc.)

_____

Evaluator _____

Directions

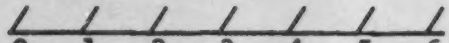
Read each question slowly and thoroughly.

To answer a question, mark an "X" over the number indicating your evaluation of the materials.

After you have marked the above scale, you may further explain your answers by placing an "X" alongside the words, "See Narrative." At the end of the instrument there is a space for written, subjective answers to amplify your response to the question.

*This instrument is designed to be used in conjunction with the Curriculum Material Evaluation Form and/or the Supplementary Material Evaluation Form included in the proceeding section.

SAMPLE:



0 1 2 3 4 5 6

No or little extent — To some extent — Great extent

To what extent does the title indicate the content of the material?

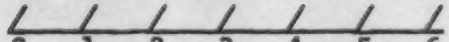
/__/ See Narrative

0 1 2 3 4 5 6

No or little extent — To some extent — Great extent

1. To what extent are the issues presented in the material beyond the maturity and experience level of the pupils who will use them?

/__/ See Narrative

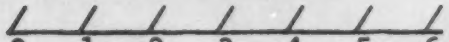


0 1 2 3 4 5 6

No or little extent — To some extent — Great extent

2. To what extent are the issues in this material discussed in a style and manner commensurate to the abilities of the students who will use them?

/__/ See Narrative

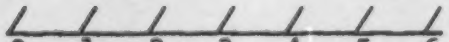


0 1 2 3 4 5 6

No or little extent — To some extent — Great extent

3. To what extent does the material fit the program for the specific course in which it will be used?

/__/ See Narrative

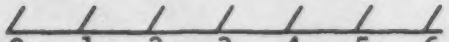


0 1 2 3 4 5 6

No or little extent — To some extent — Great extent

4. To what extent is the method in which the issues are handled conducive to the development of skills (analysis, critical thinking, logical decision-making, etc.)?

/__/ See Narrative



0 1 2 3 4 5 6

No or little extent — To some extent — Great extent

5. To what extent are both sides of the issues in the material presented clearly?

/__/ See Narrative

/ / / / / / /
0 1 2 3 4 5 6
No or little extent — To some extent — Great extent

/___/ See Narrative

6. To what extent can sufficient supplementary information be obtained on issues covered in the material?

/ / / / / / /
0 1 2 3 4 5 6
No or little extent — To some extent — Great extent

/___/ See Narrative

7. How successfully do teachers feel they can handle the issues in the material?

/ / / / / / /
0 1 2 3 4 5 6
No or little extent — To some extent — Great extent

/___/ See Narrative

8. To what extent are the issues in the material of interest to the public?

/ / / / / / /
0 1 2 3 4 5 6
No or little extent — To some extent — Great extent

/___/ See Narrative

9. To what extent do you feel the issues in the material will clash with community customs and attitudes?

/1st / 2nd / 3rd / 4th / 5th /
Choice — Choice

/___/ See Narrative

10. How would you rank this set of material among others reviewed?

/ / / / / / /
0 1 2 3 4 5 6
No or little extent — To some extent — Great extent

/___/ See Narrative

11. To what extent would you recommend that this material be used?

NARRATIVE SECTION:

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Question number _____

Item IV-H

A Suggested Procedure for Handling Complaints Concerning Social Studies Materials

1. All criticisms or challenges of materials should be received courteously. The critic should be thanked for his or her interest in the education of the community's children. The name of the complainant should be requested.

2. If the complainant identifies himself, he should then be informed that a procedure has been established and a "Request for reconsideration of materials" form must be completed and submitted. A form letter outlining the school policy should be available with a "Request" form attached. The need for obtaining specific information should be emphasized as essential to a speedy resolution of the complaint or the problem.

3. After the written complaint is formally received, a responsible administrator should consult with the teacher concerned, check the material, and make a judgment. The official position of the school should be explained to all parties concerned.

4. If the administrator feels that there may be a serious public reaction or that there is some validity to the complaint, a committee should be formed to study and consider the formal complaint. At this point, the teacher and the complainant should be invited to participate in the committee meetings. It is advisable to create a standing committee to investigate complaints.

5. If the committee report does not end the criticism, the superintendent should be appraised of the situation and urged to issue a statement in the defense of the committee decision.

6. Establish policy: It is recommended that the above procedure and the following suggested model of a request form be submitted for adoption by NCSS members to their respective boards of education.

See next page for Suggested Model

Item IV-J

COMPLAINTS ABOUT INSTRUCTIONAL MATERIALS

Citizen's Request for Reconsideration of a book

Title _____ Hardcover _____ Paper _____

Author _____

Publisher _____

Request initiated by _____

Address _____

City _____ State _____ Zip_____

Telephone _____ _____

Complainant represents: Self _____, Organization _____

1. To what in the book do you object? (Please be specific, cite pages)

_____

2. What do you feel might be the result of reading this book?

_____

3. For what age group would you recommend this book? _____

4. Is there anything good about this book? ____ What ? (Please be specific, cite pages)

_____

5. Did you read the entire book? ____ What parts?_____

6. Are you aware of the judgment of the book by literary critics?

_____

7. What do you believe is the theme of this book? _____

8. What would you like the library to do about this book? Do not assign it to students ___ Withdraw it from all patrons of the library ___ Refer it to the Library Board for reevaluation ___

9. In its place what book of equal literary value and quality would you recommend that would convey as valuable a picture and perspective of our civilization? _____

_____

_____
Signature of complainant

Item IV-K

A Checklist for Handling Community Complaints Over Controversial Issues*

In spite of efforts to explain investigation of controversial areas to the community, parental complaints will sometimes occur.

Develop a strategy to deal with these complaints. Below is one suggested approach.

Phase I - When the complaint is made:

- Consider the individual's complaint legitimate.
- Clearly identify the complaint (reiterate the complaint so that both you and its advocate are discussing the same issue).
- Make sure the complaint concerns content and method of the program and not something else (e.g. content may be confused with grading practices).
- Discuss the complaint with the individual politely and fairly.
- Discuss the individual's complaint with other members of the department.
- Show the individual a written rationale for investigating the controversial area under consideration.
- Respond to and resolve the objection as soon as possible.
- Call upon community members for assistance.
- Call upon administrators or the local curriculum specialist for assistance.
- Seek impartial analysis of the problem.
- Be sure the material under question has been thoroughly read and studied by the individual (or the group) filing the complaint.
- Invite the individual filing the complaint to visit the classroom setting.
- Avoid loss of temper and unbecoming behavior.

*Most of the information for this instrument was drawn from the article "A Classroom Teacher's Guide to Academic Freedom," James K. Uphoff and Ronald G. Helms, Social Education (April, 1975) p. 224.

Phase II - If the complaint persists:

- Require specific charges to be submitted in writing and signed.
- Respond to the charges through a detailed written rejoinder.
- Request public hearings by the board of education.
- Publicize the time and location of these meetings.
- Determine an announced order of business.
- Take minutes of the meeting.
- Invite the press.
- Reassure both the administration and board of education of your knowledge, competence, and sincerity.
- Request professional aid from:
  - Local educational association
  - NCSS Defense Fund, NCTE
  - ALA, AHA, AAUP
  - NEA, DuShane Fund
  - AFT
  - ACLU
  - American Bar Association
  - State organizations
  - Local colleges and universities
  - State Board of Education

V

RESOURCES

A. SOCIAL STUDIES/SOCIAL SCIENCE SERVICE ORGANIZATIONS

For a complete listing of service organizations, including the types of service they offer, educational level they are geared to, purpose, current projects, and the geographic area they serve, plus a list of social studies publishers and in-service training available for their materials see - The Directory of Social Studies/Social Science Service Organizations. This is a SSEC publication (costs $4.00) prepared by Frances Haley and Regina McCormick. Ask for publication no. 177 from:

SSEC
855 Broadway
Boulder, Colorado 80302

1. Information and Consultation Services

Constitution Rights Foundation
6310 San Vicente Boulevard
Los Angeles, California 90048
(213) 930-1510

Involved with legal education at the secondary level, the CRF seeks to develop curriculum materials and to provide active participation experiences for students. The Bill of Rights Newsletter is a semiannual publication at a rate of $3/yr.

Educational Products Information Exchange Institute (EPIE)
463 West Street
New York, N.Y. 11014

EPIE Institute gathers and disseminates descriptive and analytical information - along with empirical information on performance and effects on learners - about instructional materials, equipment and systems. Semimonthly newsletter, EPIE gram.

Educators for Social Studies Improvement (ESSI)
30 Lockwood Lane
Norwalk, Connecticut 06850

A national network of educators whose members provide information, consultation, inservice and conference programs, etc. to improve social studies education.

ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS)
855 Broadway
Boulder, Colorado 80302
(303) 492-8434

The ERIC Clearinghouse monitors, evaluates, and annotates materials and documents to make them available to social studies educators. It also initiates its own publications. Information on computer retrieval and a publications list are available on request. Free newsletter entitled "Keeping Up".

Social Science Education Consortium, Inc. (SSEC)
855 Broadway
Boulder, Colorado 80302
(303) 492-8155

The SSEC is a non-profit educational organization engaged in promoting improvements in social studies instruction. A free catalogue of publications is available on request as is the SSEC Newsletter.

2. Instructional Services

American Historical Association (AHA)
400 A Street, S.E.
Washington, D.C. 20003
(202) 544-2422

Contact: Committee on Teaching History
Publications: The American Historical Review
AHA Pamplets (narrative and critical essays on historical topics). List available upon request.

American Political Science Association (APSA)
1527 New Hampshire Avenue, N.W.
Washington, D.C. 20036
(202) 483-2512

Contact: Committee on Pre-Collegiate Education
Publications: The American Political Science Review

American Psychological Association (APA)
1200 17th Street, N.W.
Washington, D.C. 20036
(202) 833-7600

Contact: Committee on Pre-College Psychology
Publications: American Psychologist
Periodically - free monthly newsletter for secondary psychology teachers.

American Sociological Association (ASA)
1722 N. Street, N.W.
Washington, D.C. 20036
(202) 833-3410
Contact: Committee on Social Studies Curriculum in American Secondary Schools
Publications: American Sociological Review

Association of American Geographers (AAG)
1710 16th Street, N.W.
Washington, D.C. 20009
(202) 234-1450
Contact: Committee on the High School Geography Project
Publications: Annals of the Association of American Geographers
The Professional Geographer

Center for Global Perspectives in Education
218 East Eighteenth Street
New York, New York 10003
(212) 475-0850
Contact: Larry Condon
Publications: Intercom - Quarterly at $6/year
A variety of useful materials.

Joint Council on Economic Education (JCEE)
1212 Avenue of the Americas
New York, New York 10036
(212) 582-5150
Contact:
Publications: Journal of Economic Education - Twice annually at $4/year.
Progress in Economic Education - Free newsletter.
Curriculum Perspectives - Free newsletter.

Mid-America Program
Social Studies Development Center
Indiana University
513 North Park Avenue
Bloomington, Indiana 47401
(812) 337-3838
Serves the states of Indiana, Illinois, Kentucky, Michigan and Ohio
Contact: James Becker, Director
Publications: A variety of materials relating to global perspectives.

National Council for the Social Studies (NCSS)
1515 Wilson Boulevard
Arlington, Virginia 22209
(202) 833-4476
Contact: NCSS Membership Services Division
Publications: List available upon request (also see section E)

Overseas Development Council
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Contact: Jayne Millar Wood
Publications: Focusing on Global Poverty and Development: A Resource Book for Educators - resource book
The Development Paper - series of pamphlets
The Communique Series - pamphlet series

3. Research and Development Centers*

Educational Development Center, Inc.
Social Studies Program
15 Mifflin Place
Cambridge, Massachusetts 02138
(617) 868-5800

Social Science Education Consortium
855 Broadway
Boulder, Colorado 80302
(303) 492-8155

Social Studies Development Center
513 N. Park
Indiana University
Bloomington, Indiana 47401
(812) 337-3838

B. PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR TEACHERS

The following agencies provide opportunities for summer workshops, travel, etc. Offerings and their costs are constantly changing, therefore, it is best to write for specific information.

American Bar Association
Special Committee on Youth Education for Citizenship
1155 E. 60th Street
Chicago, Illinois 60637

* Normally provide information and consultation services as well.

Fulbright-Hays Exchange Program
Committee on International Exchange on Persons
2102 Constitution Avenue, N.W.
Washington, D.C. 20418

Joint Council on Economic Education
1212 Avenue of the Americas
New York, New York 10036

National Science Foundation
Summer Study Program
Washington, D.C. 20550

Social Science Education Consortium
855 Broadway
Boulder, Colorado 80302

Social Studies Development Center
Teacher Associate Program
Indiana University
513 North Park
Bloomington, Indiana 47401

The Robert A. Taft Institute for Government
420 Lexington Avenue
New York, New York 10017

U.S. Office of Education
Division of International Education
Teacher Exchange Section
Washington, D.C. 20202

Washington Interns in Education
2000 L Street, N.W.
Washington, D.C. 20036

C. USEFUL PERIODICALS AND NEWSLETTERS: KEEPING UP TO DATE

Social Education. Published seven times yearly by the National Council for the Social Studies, 1515 Wilson Blvd., Arlington, Virginia 22209. This is probably the best single reflection of secondary social studies in the United States.

The following are listed in alphabetical order with no effort to indicate their relative importance.

High School Behavioral Science. Published twice annually by Behavioral Publications, 72 Fifth Avenue, New York, New York 10011. This publication may become a quarterly and puts emphasis on practical articles about teaching psychology, sociology, and anthropology.

The History Teacher. Published quarterly by California State University, Long Beach, California 90840. Aimed specifically at history teachers, this publication discusses trends of historiography, teaching techniques, and reviews textbooks and media materials.

Intercom. Published quarterly by the Center for Global Perspectives in Education, 218 East 18th Street, New York, New York 10003. It focuses on global issues such as food production and distribution, population, energy and conflict, and provides suggestions for their use in the classroom.

Journal of Geography. Published by the National Council for Geographic Education, 114 North Marion Street, Oak Park, Illinois 60301. Besides articles about geography, this publication includes material on teaching methods useful in all disciplines.

Media and Methods. Published nine times a year at 134 N. 13th Street, Philadelphia, Pennsylvania 19107. While not specifically a social studies magazine, it offers interesting articles on innovative materials, products and teaching techniques related to multi-media instruction.

News and Notes on the Social Sciences. Published three times annually by the Coordinator for School Social Studies, 513 N. Park, Bloomington, Indiana 47401. Available free, it contains practical articles, information about new projects and materials, and news about opportunities for professional development.

Simulation/Gaming. Published six times per year. Write to Simulation/Gaming, Box 3039, University Station, Moscow, Idaho 83843. It provides up-to-date information on the kinds of simulations and games available with descriptions and reviews of new products on the market.

Social Science Education Consortium Newsletter. Free upon request from the SSEC, Inc., 855 Broadway, Boulder, Colorado 80302. This publication provides short articles on developments in social studies education, tips about new curriculum projects, and summaries of documents and articles from the ERIC/ChESS system.

The Social Studies. Published bimonthly by Heldref Publications, 4000 Albemarle Street, N.W., Washington, D.C. 20016. It contains short articles on topics of current interest in the social studies, and reviews and short descriptions of important books.

D. USEFUL PROFESSIONAL READINGS

This list represents a selection of readings useful to an active social studies department. A far more complete list can be found in the May, 1976, issue of Social Education. (Volume 40, Number 5, pp. 291-300.)

Banks, James A., Teaching Strategies for the Social Studies: Inquiry, Valuing, and Decision-Making. Reading, Massachusetts: Addison-Wesley Publishing Company, 1973.

Beyer, Barry K., Inquiry in the Social Studies Classroom: A Strategy for Teaching. Columbus, Ohio: Charles E. Merrill, 1971.

Becker, James M. and Carole L. Hahn. Wingspread Workbook for Educational Change Agents. Boulder, Colorado: Social Science Education Consortium, 1975.

Ehman, Lee, Howard Mehlinger, and John Patrick. Toward Effective Instruction in the Social Studies. Boston: Houghton Mifflin Co., 1974.

Fox, Robert, Margaret Barron Luszki, and Richard Schmuck. Diagnosing Classroom Learning Environments. Chicago: Science Research Associates, 1966.

Fraenkel, Jack R., Helping Students Think and Value: Strategies for Teaching the Social Studies. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

Fraser, Dorothy McClure, ed., Social Studies Curriculum Development: Prospects and Problems. Washington, D.C.: National Council for the Social Studies, 1969.

Galbraith, Ronald E., and Thomas M. Jones. Moral Reasoning: Teaching Strategies for Adapting Kohlberg to the Classroom. Anoka, Minnesota: Greenhaven Press, 1976.

Havelock, Ronald G., The Change Agent's Guide to Innovations in Education. Englewoods Cliffs, New Jersey: Educational Technology Publications.

Hunt, Maurice P. and Lawrence E. Metcalf, Teaching High School Social Studies. 2nd. Edition, New York, N.Y.: Harper and Row, 1968.

Inbar, Michael, and Clarice Stoll, Simulation and Gaming in Social Science. New York, N.Y.: The Free Press, 1972.

Jwaideh, Alice, and Gerald W. Marker, Bringing About Change in Social Studies Education. Boulder, Colorado: ERIC Clearinghouse for Social Studies/Social Science Education and Social Science Education Consortium, 1973.

Morrisset, Irving, et. al., Curriculum Materials Analysis System. Revised Edition, Boulder, Colorado: Social Science Education Consortium, 1971.

Newmann, Fred M., Education for Citizen Action: Challenge for Secondary Curriculum. Berkeley, California: McCutchan, 1975.

Oliver, Donald W. and James P. Shaver, Teaching Public Issues in the High School. Boston: Houghton Mifflin Co., 1966.

Pratt, Robert, Perspectives: A Social Studies Handbook for Secondary Teachers, 7-12. Des Moines, Iowa: Department of Public Instruction, 1974.

A Self-Assessment Inventory for Social Studies to Accompany the National Social Studies Guidelines. Alleman, Clegg, Huxford University of Washington, TTT Project, 1971. Available from Dr. Ambrose Clegg, Jr., Kent State University, Kent, Ohio 44242.

Social Studies Curriculum Materials Data Book. Boulder, Colorado: Social Studies Education Consortium, 1971-. 3 Volumes.

Student and Teacher Questionnaires Used in Field Test of Social Studies Materials for the Marin Social Studies Project. 1971. Available from the Office of the Marin County Superintendent of Schools, Corte Madera, California.

U.S. Government Printing Office. Social Sciences: A Directory of Information Resources in the United States. Library of Congress, 1973. (Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402)

Wesley, Edgar B. and Stanley P. Wronski. Teaching Secondary Social Studies in a World Society. Lexington, Massachusetts: D.C. Heath and Co., 1973.

Zuckerman, David W. and Robert E. Horn, eds. The Guide to Simulations/Games for Education and Training. Lexington, Massachusetts: Information Resources, 1973.

E. USEFUL MATERIALS FROM THE NCSS

Social Education, The Professional, the Yearbook, Crisis Series, Bulletins, and other pamphlets and monographs are distributed as part of NCSS membership benefits. Back issues of Social Education are often available, along with other publications, write for a publication list.
The following materials are available from NCSS Membership Services Division, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Committee Manual - annual, 60pp.
Lists NCSS committees and members, with information useful in identifying sources for assistance in specific fields.

Handbook for Social Studies Councils, 1972, 24 pp.
Information about organizing new Councils and describes Council structure.*

"How To Do It" Series
Series of booklets providing assistance in handling common teaching problems. Approximately $.50 each. Write for the publication list.

A Leadership Resource Kit for Social Studies Educators, 1975, 227 pp.
Provides a package of ideas and models that can be easily applied to problems of professional development, curriculum development and improvement, and staff development.*

Manual for the Committee on Membership Promotion, 9 pp.
Information about NCSS, how to conduct a membership campaign, making membership talks.*

Manual of Procedures: Membership Promotion and Processing for Social Studies Councils, 1973, 11 pp.
Practical information and forms to operate an efficient enrollment system.*

The Professional, published 3-5 times during the school year.
Timely information, special opportunities for teachers, notice of selected new materials and programs, convention information, information about Council officials and candidates for office. (For publication of notices, please submit six weeks or more in advance of publication date.)

Social Studies Curriculum Guidelines, 1971, 31 pp. $1.50
Official position statement of the NCSS, including basic rationale, guidelines, program evaluation checklist. Guide for updating, and yardstick for analysis of existing programs.

Standards for Social Studies Teachers, 1971, 12 pp. $1.00
Statement of standards of preparation, selecting new teachers, the learning program, teacher in the community, conditions for teaching and learning, the teacher as a professional.

Who's Who, annual.
State and local Council Officers, editors, Council meeting dates, state social studies specialists. Source for those wanting to submit notices or articles to Council journals and newsletters, and for those wishing to contact other Council officials.

* Contact the NCSS Coordinator for Council Development.

F. MATERIALS WHICH WILL ASSIST IN THE EVALUATION OF TEXTBOOKS FOR BIAS

How Fair Are Your Children's Textbooks?
4 page brochure giving key questions which may be used to detect cultural bias in textbooks.
National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

What You Can Do About Biased Textbooks
Brochure listing definite actions that may be taken by students, teachers, parents and community groups.
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education
1156 Fifteenth Street, N.W.
Washington, D.C. 20005

Minorities in Textbooks
Michael B. Kane
Chicago, Quadrangle Books in cooperation with
Anti-Defamation League of B'nai B'rith, 1970

American Jewish Committee
c/o Institute of Human Relations
165 East 56th Street
New York, New York 10022

Textbooks and the American Indian
American Indian Historical Society
San Francisco, Indian Historian Press, 1970

Test Your Textbooks for Racism
4 page brochure incorporating guidelines developed by California curriculum
Foundation for Change
1841 Broadway
New York, New York 10023

Ethnic Heritage Materials Analysis Instrument
Social Science Education Consortium
855 Broadway
Boulder, Colorado 80302

Institute on Pluralism and Group Identity
American Issues Forum
55 E. Jackson
Chicago, Illinois 60603

G. SOCIAL PARTICIPATION BIBLIOGRAPHY

Listed here are organizations and documents that describe programs and suggest activities to encourage student participation in community, state and national service programs.

Directory for Young Volunteers
United Community Services
51 West Warren Avenue
Detroit, Michigan 48201

Forty Projects by Groups of Kids
National Commission on Resources for Youth
36 West 44th Street
New York, New York 10036

How to Study Your Community
Russell Sage Foundation
New York, New York

How to Utilize Community Resources
#13, NCSS How To Do It Series
NCSS
Washington, D.C.

"Action-Learning"
NASSP Bulletin, November, 1974, Vol. 58, #385
A report of NASSP's Wingspread Conference on Action Learning

New Roles for Youth in the School and the Community
National Commission on Resources for Youth, Citation Press, N.Y., 1974.
(36 West 44th Street, New York, New York 10036)

Test Your Textbooks for Racism
4 page brochure incorporating guidelines developed by California curriculum
Foundation for Change
1841 Broadway
New York, New York 10023

Ethnic Heritage Materials Analysis Instrument
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Institute on Pluralism and Group Identity
American Issues Forum
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36 West 44th Street
New York, New York 10036

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Russell Sage Foundation
New York, New York

How to Utilize Community Resources
#13, NCSS How To Do It Series
NCSS
Washington, D.C.

"Action-Learning"
NASSP Bulletin, November, 1974, Vol. 58, #385
A report of NASSP's Wingspread Conference on Action Learning

New Roles for Youth in the School and the Community
National Commission on Resources for Youth, Citation Press, N.Y., 1974.
(36 West 44th Street, New York, New York 10036)

Newsletter: Resources for Youth
National Commission on Resources for Youth (quarterly)
36 West 44th Street
New York, New York 10036

Synergist - Free journal
The Agency for Volunteer Service (ACTION)
The National Student Volunteer Program
806 Connecticut Avenue, N.W.
Washington, D.C. 20525

Youth Into Adult, Nine Selected Youth Participation Programs
National Commission on Resources for Youth
36 West 44th Street
New York, New York 10036